2011-12 SURVEY OF 2009-10
SASKATCHEWAN POST-SECONDARY GRADUATES

Prepared for:
Saskatchewan Ministry of Advanced Education, Employment and Immigration

PRA

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EXECUTIVE SUMMARY

The Ministry of Advanced Education, Employment and Immigration (AEEI), along with the University of Saskatchewan, University of Regina, Saskatchewan Institute of Applied Science & Technology (SIAST), Saskatchewan Apprenticeship & Trade Certification Commission (SATCC), Saskatchewan Indian Institute of Technologies (SIIT), and private vocational schools, commissioned Prairie Research Associates (PRA) to conduct a census survey of 2009–10 post-secondary graduates[1].

The findings of this survey are relatively consistent with the findings from the survey of 2004-05 post-secondary graduates which was conducted in 2007. Important areas of comparison include the following:

- 88% of respondents who graduated in 2009-10 are employed compared to 88% of respondents who graduated in 2004-05.
- 86% of respondents who graduated in 2009-10 are living in Saskatchewan compared to 82% of respondents who graduated in 2004-05.
- 84% of respondents who graduated in 2009-10 would recommend their program to others compared to 78% of respondents who graduated in 2004-05.

Methodology

Each institution provided PRA with a database of their 2009–10 graduates, yielding a sample of 11,874 graduates. Graduates were contacted using up to three methods: by mail, by telephone, and by email, and could complete the survey either online or by telephone.

Over the two months of fielding, 4,978 of 11,874 completed the survey representing a completion rate of 41.9% and an overall theoretical error rate of ±0.8%.

Profile of respondents

The profile of 2009–10 respondents is very similar to the 2004–05 respondents when they were surveyed five years ago.

- About 6 in 10 respondents are female. The typical graduate was about 29 years of age around the time they graduated. [2]
- The majority of respondents, or 6 in 10, were single and about 3 in 10 were caring for at least one dependent at the time they completed their program in 2009–10.
- Overall, about 1 in 10 respondents report being a member of visible minority. One in 10 respondents self-identify as Aboriginal.
- About 1 in 25 respondents consider themselves to be a person with a disability.

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1 The term 'graduate' is used to describe individuals who received degrees, diplomas, certificates and/or achieved journeyperson status.

2 Age was calculated as of December 31, 2010.

- Overall, about 1 in 4 respondents could be considered a first-generation student; that is, neither of their parents had post-secondary education.

Education prior to program

More than 9 in 10 respondents completed their high school diploma through the secondary school system. The typical graduate last attended school in the K to 12 system in 1999.

Overall, almost 4 in 10 respondents completed some type of post-secondary program prior to the one they graduated from in 2009–10. This prior program most commonly resulted in a degree (17%), although some completed a certificate (11%), diploma (6%), or a mix of the three (3%). Respondents who completed a Master's (95%) or PhD or Doctorate (84%) program are most likely to have completed previous post-secondary education relative to respondents who graduated from other programs.

About half of the respondents started their post-secondary education the same year that they completed their K to 12 studies. Respondents who graduated with a Bachelor's Degree (68%), with a Master's Degree (57%), or from a PhD or Doctorate (66%) program are more likely than those who graduated from a journeyperson (16%) program or with a certificate or diploma (33%) to have started their post-secondary studies the same year as completing their K to 12 studies.

Program from which they graduated

Overall, about 1 in 5 respondents took correspondence or distance education courses as part of their program. Respondents from the two universities were most likely to have taken part of their education through distance education or correspondence. Amongst those who took distance education or correspondence courses, 8 in 10 took at least one distance education or correspondence course from a Saskatchewan institution. Amongst all respondents, 1 in 5 took at least some portion of their program at a Saskatchewan Regional College.

Generally, respondents report having had a positive experience during their program and say that their education contributed to growth in a variety of ways.

- Respondents indicate they received the most benefits from their program for *having an opportunity to improve themselves*. About 8 in 10 say their program benefited them to at least some extent, including over half (51%) who say their program benefited them to a great extent.
- More than 9 in 10 respondents report being satisfied or very satisfied with the *quality of teaching in the program, the quality of educational experience*, and *the program content*.
- More than 8 in 10 respondents would recommend their program to others based on the overall quality of their educational experiences. When asked why respondents would not recommend their program to others, job-related (such as *poor job opportunities* or *the curriculum not being relevant to the workplace*) and education-related factors (*quality of the program* or *quality of academic staff*) are mentioned most often. These reasons were fairly consistent across institutions.

Further Studies

Overall, about 3 in 10 respondents have taken further education since completing their program in 2009–10. Among respondents who took further studies after graduation, the main reasons identified are: career aspirations (such as *career advancement* and *lack of suitable employment opportunities*) and educational aspirations (such as *wanting to study at an advanced level*).

Impact of post-secondary education

Respondents rated the extent to which their post-secondary experience contributed to their academic skills, communication skills, knowledge skills, and life skills.

- Academic skills: about 7 in 10 respondents indicate their post-secondary experience helped them *develop research skills* and *prepare for advanced study* to at least some extent.
- Communication skills: respondents indicate their post-secondary education helped them to *write clearly, speak effectively and develop interpersonal skills* to at least some extent (about 7 out of 10 respondents).
- Knowledge skills: respondents say their post-secondary education helped them *learn independently*, as about 8 in 10 rate their education as helping to at least some extent.
- Life skills: at 7 in 10, respondents are most likely to say their post-secondary experience helped them to at least some extent with *developing decision-making skills*.

When comparing the impact respondents' post-secondary education had on them across all skill areas, respondents tend to be most positive about their post-secondary experiences' assistance in helping them to *learn independently* and *think critically* (both knowledge skills). Conversely, they tend to be least positive about the impact on their ability to *resolve conflicts* and *appreciate the arts and literature* (both life skills).

Financing post-secondary education

Respondents used many sources to finance their post-secondary education. On average, respondents relied on approximately five different financial sources including sources which may or may not have resulted in debt.

- Sources not resulting in debt - Respondents most often relied on financing their education through their own sources, such as *employment earnings* (71%) and *personal savings* (68%). Almost 6 in 10 respondents report that they were employed while taking their program (excluding course-related employment and summer positions). Among those who report working during their program, the typical graduate worked about 24 hours a week during their program,). Overall, 56% of respondents report using government or non-government scholarships, grants, or bursaries. Over their entire post-secondary experience, these respondents report receiving about $9,600 in scholarships, grants or bursaries.
- Sources that might result in debt – Three sources are common, including *Canada or Saskatchewan government student loans* (37%), *credit cards* (36%), or *bank loans or lines of credit* (33%). In fact, 64% of respondents report relying on at least one of these

sources to support their post-secondary education, indicating that many respondents take on debt to support their education.

Examining respondents' debt from their post-secondary education:

- About 44% of respondents report some debt from their entire post-secondary studies. This falls slightly among those who took on debt just from the program from which they graduated in 2009–10 (37%).
- Among those with debt, respondents have taken on an average debt of almost $26,600, of which, about $20,400 is from the program they graduated from in 2009–2010.
- At the end of their 2009–10 program, about 1 in 4 respondents (26%) report having government student loan debt. Among those with student loan debt at graduation, respondents have an average of about $22,600 in debt. Among those reporting student loan debt, the program from which they graduated in 2009–10 accounts for approximately 92% of their student loan debt.
- Approximately two years after graduating, the proportion of respondents reporting government student loan debt falls from 26% to 18%, indicating that approximately 30% (8% of all respondents) were able to repay it within two years after graduating.
- Among respondents who report relying on government student loans to support their post-secondary education, 28% (8% of all respondents) say they have experienced difficulties repaying them.
- At the end of their 2009–10 program, about 1 in 5 respondents (22%) report having debt from financial institutions for student loans, lines of credit, or credit cards. Among those with this debt, respondents had an average of $20,650 in debt at the time of graduation.
- Two years after graduation, the proportion of respondents with debt from financial institutions drops to about 15% of respondents, indicating that approximately 31% (approximately 7% of all respondents) of those who graduated with financial institution debt were able to repay it.
- Compared to respondents who were surveyed in 2006-07 and graduated in 2004-05, the average debt level (for those reporting debt) is about 11% higher (in 2011 dollars). The amount respondents report owing to financial institutions is up about 38% for respondents who graduated in 2009-10 respondents compared to respondents who graduated in 2004-05.

Most respondents believe their education was good value for the money. More than 8 in 10 respondents agree that *they consider the program to be worth the financial costs to them and/or their family*, including 36% who strongly agree. About 15% disagree with this statement. Those with higher debt levels are less likely to agree that their program was worth the financial costs.

Employment Outcomes

Overall, 88% of respondents are employed, while the unemployment rate among respondents is 3.5% (using Statistics Canada's definition of unemployment). The unemployment rate among respondents is almost identical to 2004-05 graduates (3.3%). Among those who are currently employed, 8 in 10 are working one job. In terms of respondents' main job:

- About 6% are self-employed.
- About 8 in 10 are working in permanent jobs.
- They are most often working in the *health care and social assistance* (20%) and *education services* (17%) sectors.
- Respondents' annual income is about $54,300. SATCC respondents have the highest annual income (about $78,700), while private vocational school respondents have the lowest (about $36,150).
- About 7 in 10 respondents think their current job is related (rating of 4 or 5 out of 5) to the *subject-area knowledge acquired in their program, the program they graduated from in 2009-10,* and *the general knowledge and skills acquired in their program*. SATCC respondents are most likely to say their post-secondary program and experiences are related to their main job.

Respondents' perception of the help their education and training provided in getting their current job, how qualified they are for their current job, and satisfaction with their main job all tend to be highly related to their income. Those with a higher annual income from their main job tend to be more satisfied, feel more qualified, and see it as being more related to their program.

For those not working, attending school tends to be the biggest factor, as 22% of these respondents who are looking for work and 57% of those who say they are not looking for work say that currently going to school is their main reason for not having a job.

Graduate Migration

Respondents' migration following K to 12 studies shows that respondents tend to migrate to the two major urban centres, Regina and Saskatoon. A large majority (86%) of respondents indicated they stayed in Saskatchewan following completion of their post-secondary studies although about 3 in 10 respondents indicate they moved to a different town or city. The primary reason given for moving after graduation is employment-related, as 47% of those who moved cite this reason.

Saskatchewan Graduate Retention Program

Slightly more than 7 in 10 respondents are aware of the Saskatchewan Graduate Retention Program, although less than half remember receiving the Graduate Retention Certificate and fewer (4 in 10) say they used the certificate to claim the rebate on their 2009 and/or 2010 income tax return.

Summary of results for Aboriginal Respondents

Throughout this report, comparisons are made between Aboriginal and non-Aboriginal respondents. In many instances, there are statistically significant and practical differences between these two groups; however, the post-graduation outcomes for both Aboriginal and non-Aboriginal respondents are very similar. The sections below highlight some of the key findings related to Aboriginal respondents.

Profile of respondents

- Aboriginal respondents are older than non-Aboriginal respondents by about three years on average (32 years compared to 29 years).
- Aboriginal respondents are more likely than non-Aboriginal to have dependents (54% versus 26%) and report having a disability (8% versus 3%).

Pre-program comparison

- Aboriginal respondents (74%) are less likely than non-Aboriginal respondents (95%) to have completed a high school diploma. This difference is because Aboriginal respondents are more likely than non-Aboriginal respondents to have completed a GED (9% versus 1%) or Basic Adult Education (10% versus 2%).
- Aboriginal respondents (30%) are less likely than non-Aboriginal respondents (51%) to have started their post-secondary studies in the same year they finished their K to 12 studies.

Post-secondary experiences

- Aboriginal respondents are more likely than non-Aboriginal respondents to say their program benefited them to a great extent. Aboriginal respondents are more likely than non-Aboriginal respondents to be very satisfied with the quality of their educational experiences.
- Aboriginal respondents are more likely than non-Aboriginal respondents to say their post-secondary experiences helped them acquire academic, communication, knowledge and life skills to a great extent.
- Although Aboriginal respondents tend to have more positive perceptions of their post-secondary experiences, they are only slightly more likely than non-Aboriginals to recommend their program to others (90% to 84%).

Financing post-secondary education

- The most common source of funding for Aboriginal respondents is *sponsorship by a First Nations band or Aboriginal funding program* (61%).
- Debt-levels, including government-student loans and debt from financial institutions, were virtually the same between Aboriginal and non-Aboriginal respondents.

- Aboriginal (36%) and non-Aboriginal respondents (36%) were equally likely to strongly agree that they *consider their program to be worth the financial costs to them and/or their family*.

Employment outcomes

- Although Aboriginal respondents (82%) are slightly less likely than non-Aboriginal (89%) respondents to be currently employed, their employment profile, including hours worked, income, and satisfaction with current job are virtually the same.
- Aboriginal respondents are more likely to indicate their main job is related to their program than non-Aboriginal respondents.

Migration

- Migration of Aboriginal respondents over their studies shows very similar patterns to migration of respondents overall. Specifically, respondents move into the larger urban centres, primarily Saskatoon, but also move into Saskatchewan from other provinces in Canada. This migration happens throughout their post-secondary studies and after graduating from their program.
- About 26% of Aboriginal respondents report moving after they completed their program in 2009–10 compared to 32% of non-Aboriginal respondents.

Saskatchewan Graduate Retention Program

- Non-Aboriginal respondents (74%) are more likely than Aboriginal respondents (51%) to have heard of the Saskatchewan Graduate Retention Program.

1 Introduction

1.1 Research background
1.2 Methodology
1.3 Quality management processes
1.4 Non-response analysis by program type
1.5 Qualitative analysis with open-ended responses
1.6 Comparisons to previous Saskatchewan graduates survey
1.7 Criteria for statistical significance
1.8 Report structure

1.0 Introduction

The post-secondary education system in Saskatchewan is composed of several different institutions that provide a specific selection of credentialed education and training opportunities in addition to other programs. The institutions/organizations delivering credentialed post-secondary programs and included in this research are the:

- University of Saskatchewan and the University of Regina and their federated and affiliated colleges;
- Saskatchewan Institute of Applied Science and Technology (SIAST);
- Saskatchewan Indian Institute of Technologies (SIIT);
- Saskatchewan Apprenticeship and Trade Certification Commission (SATCC); and
- approximately 42 registered private vocational schools.

Other institutions that offer post-secondary education and training opportunities in the province include seven regional colleges (Carlton Trail Regional College, Cumberland Regional College, Great Plains College, Northlands College, North West Regional College, Parkland Regional College and Southeast Regional College) and Gabriel Dumont Institute/Dumont Technical Institute[3]. In addition to other programming, these institutions offer credentialed courses and programs which are primarily brokered (i.e., the credential is granted by the brokering institution) from SIAST, SATCC, the University of Regina and the University of Saskatchewan although they may be brokered from institutions outside Saskatchewan. Students that attended these institutions and received a credential from a brokering Saskatchewan institution would have been captured in this research. In the case of apprenticeship, technical training is brokered through SIAST and the credential is issued by the SATCC.

The University of Saskatchewan offers undergraduate and graduate programs as well as a range of programs typically referred to as the professional colleges including: dentistry, law, pharmacy, medicine and veterinary medicine. The University of Regina primarily offers undergraduate and graduate programs. A typical undergraduate degree at both universities generally requires four years of full-time study. Graduate programs at the Masters level typically require an additional two years of study after an undergraduate degree while doctoral studies typically require both undergraduate and Master's degrees and require additional years of study.

SIAST primarily offers career-oriented certificate and diploma programs and apprenticeship technical training under contract to the SATCC. Usually certificate programs require one year of study while diploma programs require two years of study.

SIIT is a First Nations institution which offers a range of educational programs which lead to certificates or diplomas. Certificate programs usually require 24 weeks to one year of full-time study while diploma programs typically require two to three years of study.

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[3] Lakeland College is an inter-provincial college for Alberta and Saskatchewan which provides credentialed education and training opportunities leading to certificates or diplomas. Lakeland College graduates were not included in this research.

The SATCC administers apprenticeship training and trade certification for Saskatchewan's designated skilled trades. Apprenticeship training varies but it is typically delivered over four years and includes paid workplace training facilitated by the employer and eight weeks of technical training each year delivered by an institution. Once apprentices have met all the requirements to be certified in their trade, they are issued a journeyperson designation by the SATCC.

Private vocational schools (PVS), combined, offer over 200 vocational training programs to prepare individuals for employment in specific occupations. Programs average 40 weeks in length and typically result in a certificate or diploma which is conferred by the PVS.

1.1 Research background

The Ministry of Advanced Education, Employment and Immigration (AEEI), along with the University of Saskatchewan, University of Regina, SIAST, SATCC, SIIT, and private vocational schools, conducted a census survey of all 2009–10 post-secondary graduates.

The research was intended to gather information on several key areas, including graduates':

- level of satisfaction with their education;
- sources of financing for their education;
- level of education-related debt;
- pre- and post-graduate mobility; and
- education and employment outcomes.

This research provides AEEI and institutions with clear information to assess their current state and compare results to the survey of 2004–05 graduates to determine areas of success and weakness. The main objectives for this research were to:

- Provide the Saskatchewan post-secondary sector with consistent inter-institutional data that can be used for accountability purposes (strategic planning, performance management, and reporting), post-secondary education program evaluations, AEEI service evaluations, marketing, development of consumer information, and research and policy development;
- Allow Saskatchewan, as well as other provinces and territories, to develop an array of indicators for the designation of educational institutions for student loan purposes;
- Provide information on graduate education and employment outcomes; and
- Provide information to students on post-secondary graduate experiences following graduation.

1.2 Methodology

This section outlines the key steps that PRA, AEEI, and institutions undertook to complete this research.

1.2.1 Sample construction

PRA coordinated with institutions to have data transferred securely. Three institutions couriered encrypted files to PRA and phoned the Project Manager with the password to access the files. Two institutions set up FTP sites through which the files were transferred to PRA. One institution emailed the encrypted file to PRA and phoned the Project Manager with the password.

PRA merged the files from the six institutions into one master data file; checked the files to remove any duplicates within an institution; cleaned the files to remove any phone numbers outside of North America; reviewed the mailing addresses to ensure they met Canada Post guidelines for address labels and made necessary changes; reviewed email addresses to make sure they were in a standard format (i.e., name@domain.toplevelddomain); and formatted phone numbers to remove any parentheses, hyphens, or long distance prefixes (i.e., 1 in front of a 10-digit number), so they loaded into PRA's CATI software seamlessly.

The total number of 2009–10 graduates provided by Saskatchewan institutions was 11,874. The number of graduates by institution is shown in Table 1.

Table 1: Sample size by institution

	Sample size	% of sample
University of Saskatchewan	3,960	33.4%
SIAST	3,434	28.9%
University of Regina	2,117	17.8%
SATCC	1,190	10.0%
Private vocational schools	946	8.0%
SIIT	227	1.9%
Overall	**11,874**	**100%**

1.2.2 Questionnaire design and pretest

Beginning in September 2011, PRA and AEEI reviewed the questionnaire and made changes to enhance the flow of the survey and improve the face validity of questions. PRA and AEEI went through several revisions before the questionnaire was finalized for the pretest.

PRA pretested the survey by telephone with 10 respondents between November 14–17, 2011. Senior interviewers conducted the pretest while the Field Manager and Project Manager listened. Based on the pretest results, PRA made recommendations to AEEI for changes to the survey to improve respondents' understanding of questions and survey flow. Once approved, PRA made the changes to the telephone and online surveys. The final version of the survey can be found in Appendix A.

1.2.3 Letters to graduates

PRA prepared letters to graduates to inform them of the survey and give them information to complete the survey online or to call PRA to complete the survey by telephone. The final version of the letter can be found in Appendix B.

In total, PRA mailed letters to 11,586 graduates with a mailing address in Canada. Letters were mailed between November 23 and 25, 2011. PRA received 633 return-to-sender letters, indicating that the address on file for the graduate was incorrect.[4] Overall, approximately 92% of graduates received the letter, ranging from 95% at SATCC to 89% at SIIT. A complete breakdown can be found in Table 2.

Table 2: Sample size and letters by institution

	Sample size	Letter sent	Return to sender	% of graduates receiving letter
University of Regina	2,117	2,007	66	91.7%
SIAST	3,434	3,430	228	93.2%
SATCC	1,190	1,190	65	94.5%
University of Saskatchewan	3,960	3,791	177	91.3%
Private vocational schools	946	943	75	91.8%
SIIT	227	225	22	89.4%
Overall	**11,874**	**11,586**	**633**	**92.2%**

Note: The proportion of graduates receiving the letter is based on the assumption that any letter that was not returned to sender reached the graduate.

1.2.4 Surveying

In addition to the letter, the process for surveying graduates involved several steps:

- **Initial emails to graduates**. Institutions provided PRA with up to two email addresses per graduate. On December 8, 2011, PRA sent an email to all those with an email address in the first email address field who had not yet completed the survey online. The email included information about the survey and a link to the online survey. The first email was sent to 8,160 graduates. On December 14, 2011, PRA sent an email to all those with an email address in the second email field. This resulted in another 2,853 emails being sent.

- **Reminder emails**. Throughout the course of the project, PRA sent reminder emails to graduates, excluding those who had completed the survey or had refused to take part in the study.

- **Phone surveys**. PRA began phoning graduates who did not have an email address on December 7, 2011. They began calling all graduates on December 19, 2011.

- **Online survey option**. PRA phoned many graduates who requested to complete the survey online. When requested, PRA either collected a new email address from the graduate, verified that the email address(es) on file was correct, or updated the email

[4] The address could be incorrect for many reasons. The most likely is that the graduate has moved from the address the institution has on file; however, the address may also not be correct (e.g., missing an apartment number, incorrect postal code).

address if the email address(es) on file was incorrect (or no longer being used by the graduate). PRA then emailed these graduates a link to the online survey and included them in follow-up reminder emails if they had not yet completed the survey.

- **Survey closure**. The telephone survey was completed on February 12, 2012. The online survey was held open until February 14, 2012. This extension was to allow for those graduates who had requested to complete the survey online during the last few days of fielding of the telephone survey to complete it online.

1.2.5 Outcomes

Overall, PRA completed surveys with 4,978 graduates, yielding a 41.9% completion rate with a theoretical error rate of ± 0.8%.[5] The completion rate ranged substantially by institution, from 26.4% among SIIT graduates to 48.4% among University of Regina graduates. The theoretical error rate ranged from ± 1.3% for the University of Saskatchewan to ±9.3% for SIIT.

Refer to Table 3 for a complete breakdown of completions, completion rate, and error rates by institution.

Table 3: Completions, completion rate, and theoretical error rate by institution

	Sample size	Completed surveys	Completion rate	% of completed surveys	Theoretical error rate
University of Saskatchewan	3,960	1,782	45.0%	35.8%	±1.3%
SIAST	3,434	1,338	39.0%	26.9%	±1.6%
University of Regina	2,117	1,025	48.4%	20.6%	±1.6%
SATCC	1,190	473	39.7%	9.5%	±2.7%
Private vocational schools	946	300	31.7%	6.0%	±3.9%
SIIT	227	60	26.4%	1.2%	±9.3%
Overall	**11,874**	**4,978**	**41.9%**	100.0%	**±0.8%**

[5] A theoretical error rate is appropriate when conducting surveys where a random group has been selected from the population. Because a census of all graduates was attempted, the theoretical error may not be appropriate for this type of survey, but is shown to demonstrate the reliability of data presented in this report.

1.3 Quality management processes

Below is an outline of some of the quality management processes PRA undertook to ensure the goals for this research were met and quality data was collected.

- PRA tested the telephone and online surveys to ensure all skip patterns were working and all questions were included. PRA sent test links to AEEI to ensure that the survey met its standards.
- In order to ensure that letters had reached participants, PRA monitored the online survey until the number of online surveys being completed had started to dwindle.
- Graduates who called PRA to complete the survey by phone were given the option of completing the survey at that moment, or scheduling a time that was convenient for them.
- Open-rates for emails were monitored to verify that emails were reaching graduates.
- Any individual who asked, via phone or email, to be removed from the survey was deactivated so as not to receive any additional emails or phone calls from PRA.
- When calling graduates, PRA collected information to track graduates when they were no longer at the number given, including a new phone number or email address. In cases where the individual who answered the phone was apprehensive about giving out the graduate's contact information, PRA left contact information for the individual to pass on to the graduate.
- When interviewers encountered a problem while conducting a telephone survey, either because of a concern raised by the graduate or their experience conducting the survey, they recorded the problem and passed it onto the Field Manager. The Field Manager reviewed these issues and discussed them with the Project Manager to determine what steps, if any, were required. Typically, these issues involved clarification of questions so interviewers could assist respondents if they had questions. These solutions were then shared with all interviewers working on the survey.
- PRA called telephone numbers at various times of the day and various days of the week to increase the chance of reaching the graduate.

1.4 Non-response analysis by program type

Institutions supplied information on the type of program individuals had completed in 2009-10.[6] Results in Table 4 show that the breakdown of respondents by program is very similar to the breakdown of the full sample of graduates, with a small tendency to underrepresent graduates from certificate programs and overrepresent Bachelor's Degree graduates.

Table 4: Sample and survey proportions by program

	Sample (n = 11,874)	Completed surveys (n = 4,978)
Advanced Certificate	1.2%	1.3%
Certificate	34.2%	29.5%
Diploma	7.2%	7.7%
Apprenticeship	10.0%	9.5%
Bachelor's Degree	37.8%	40.4%
Masters	7.1%	8.8%
PhD	0.2%	0.2%
Doctor	2.2%	2.5%

To analyze differences between programs in this report, a few programs were collapsed into groups. Specifically, respondents who graduated from an advanced certificate, certificate, and diploma program were collapsed into a group, while PhD and Doctorate graduates were collapsed into another. Programs were collapsed for two reasons:

- The sample sizes for advanced certificate and PhD respondents were too small to analyze as separate groups.
- Because SIIT and PVS did not specify the type of program individuals graduated from, all SIIT and PVS respondents were classified as certificate graduates for the purposes of the non-response analysis. However, these respondents may have graduated with a diploma and therefore, a decision was made to group diploma and certificate graduates together so that SIIT and PVS graduates would be included in the analyses by program.

1.5 Qualitative analysis with open-ended responses

To interpret questions where respondents provided written comments, PRA reviewed responses and categorized them into general themes (or codes), which were assigned numerical values. PRA then reviewed each response and assigned it a value or values. In many cases, a response was given a single numerical code, while in others, participants would touch on many themes in one answer and would thus be assigned multiple codes.

PRA created sufficient codes (or themes) to ensure that a single code accounted for at least 1% of the total responses for that question. PRA would continue to review responses left as "Other" (that is, the response, or part of the response, did not fit in any created code) until no theme or code could be created that would account for at least 1% of the total responses to that question. Any response or part of a response that did not fit a code was left as "Other." This meant that for some responses, the entire response was given a single code of "Other," while for others, the

[6] SIIT and PVS did not provide information about the type of program graduates in their sample completed. For the purposes of this analysis, SIIT and PVS graduates were classified as certificate.

response would receive codes in addition to the "Other" if part of the response fit into another code. This means that the proportion left in "Other" in a table reflects the total number of respondents who remained with a code of "Other" as part of their response, but does not mean that all of these participants did not have other aspects of their response code into other categories.

1.6 Comparisons to previous Saskatchewan graduates survey

As part of the analysis for this report, the results from the current survey were compared to results collected in the previous Graduates Survey of 2004-05 graduates conducted in 2006–07. Where differences between the 2011–12 Survey and 2006–07 Survey are evident, they are highlighted throughout the report. If no reference is made to differences between the current and previous survey, results are deemed not to be practically (or statistically) different. With that being said, there are few differences between the 2006–07 survey results and the 2011–12 survey results for those questions asked on both surveys.

1.7 Criteria for statistical significance

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility.[7] Therefore, the standards for designating whether a relationship is statistically significant were increased. The benchmarks shown in Table 5 must be met for us to term an association *statistically significant*; the Pearson's chi-square must have probability of a type 1 error of less than .001 and either the Phi coefficient or Cramer's V must have a value of .150 or greater.[8]

In this report, ANOVA is used to determine differences on questions with a ratio scale; that is, questions where a score of 0 has real meaning. One example is questions where respondents report income or wages. Though ANOVA is not as susceptible to inflated measures of statistical significance with large sample sizes, the larger sample size still warrants a more robust measure of significance. For an ANOVA to be deemed statistically significant, the alpha-level of the associated F-test must be below .001.

Throughout this document, any differences reported meet these criteria, unless otherwise stated. Because of the stringent criteria used, some variances that seem large will not be statistically significant.

Table 5: Criteria for statistical significance

Test	Level for significance
Alpha level(α)	<.001
Phi coefficient or Cramer's V	.150 or higher

[7] Pearson's chi-square tests whether the observed frequency distribution differs from a theoretical distribution.

[8] The Phi coefficient and Cramer's V measure the strength of association between two categorical variables (or sets of scores).

1.8 Report structure

Like the questionnaire, this report follows graduates through their educational and employment experiences.

- Section 2 provides an overall profile of those who completed the survey.
- Section 3 focuses on graduates' education prior to starting their program, while Section 4 examines their experiences while in their program.
- Section 5 examines graduates' educational experiences post-graduation and Section 6 provides their overall assessment of their post-secondary experiences.
- Section 7 includes information about how graduates financed their post-secondary education and any potential relation this has with the assessment of the value they received from their program.
- Section 8 focuses on graduates' employment outcomes and the relation to their program.
- Section 9 summarizes graduates' mobility over time, including their mobility post-graduation.
- Section 10 briefly examines graduates' awareness of and propensity for using the Saskatchewan Graduate Retention Program.

Throughout this report, unless a subpopulation is named explicitly in a table or chart, overall results include those who did not respond to a particular question, although they are not shown in the tables. Therefore, responses to the majority of questions presented in this report will not sum to 100%.

2 Profile of Graduates

2.1 Demographic profile
2.2 Parental education

2.0 Profile of graduates

This section profiles graduates who responded to the survey.

2.1 Demographic profile

The profile of respondents in Table 6 shows the following:

- About 6 in 10 respondents are female.
- The typical graduate was about 29 years of age around the time they graduated, although almost 4 in 10 were 24 or younger. Another 3 in 10 were between 25 and 29, and 1 in 3 were 30 or older.[9]
- The majority of respondents, or 6 in 10, were single at the time they completed their program in 2009–10, while about 1 in 3 were married or living with a partner. Just 3% were separated, widowed, or divorced.
- About 3 in 10 were caring for at least one dependent when they graduated. Among those caring for a dependent, 44% (12% among all respondents) were caring for one dependent, 31% (9% among all respondents) were caring for two, and 26% (7% among all respondents) were caring for three or more dependents.
- Overall, about 1 in 10 respondents report being a member of visible minority, while about 1 in 10 respondents self-identify as Aboriginal. Amongst those who self-identify as being Aboriginal, most self-identify as being a Status Indian (50%) or Métis (42%).
- Virtually all respondents report being Canadian citizens, while 3% hold landed immigrant or permanent resident status and 1% are studying on a student visa.
- One in 25 respondents consider themselves to be a person with a disability.

[9] Age was calculated as of December 31, 2010.

Table 6: Profile of respondents

Q76. What is your gender?
Q77. In what year were you born?
Q78. What was your marital status when you completed <PROGRAM>?
Q79. When you completed <PROGRAM> for how many dependents (including dependent adults) were you responsible?
Q83. What is your current citizenship status? Are you a…
Q80. Do you consider yourself to be an Aboriginal person?
Q82. Do you consider yourself to be a member of a visible minority?
Q84. Do you consider yourself to be a person with a disability?

	2009-10 graduates (n = 4,978)
Gender	
Female	57%
Male	43%
Age*	
22 and younger	16%
23 or 24	23%
25 to 29	28%
30 to 39	18%
40 and older	14%
Average age	29.3 years
Median age	26.0 years
Marital status	
Single	61%
Married or living with partner	35%
Separated, widowed, or divorced	3%
Dependents	
Responsible for dependents	29%
Average (those with dependents)	2.0 dependents
Aboriginal status	
Aboriginal	9%
Visible minority	
Yes	9%
Citizenship	
Canadian citizen	95%
Landed immigrant or permanent resident	3%
Student visa	1%
All others	2%
Disability	
Yes	4%

* Age was calculated as of December 31, 2010.

2.1.1 Profile by institution

Examining the profile of respondents by institution in Table 7 shows noticeable differences:

- In most institutions, the majority of respondents are female, with the exception of SATCC, which skews heavily male (male to female ratio of 7:1).
- SIIT respondents tend to be older than other respondents, as the average SIIT graduate was approximately 35 years old at graduation, whereas respondents from other institutions tended to be between 28 and 30 years of age. In addition, 38% of SIIT respondents were 40 years of age or older, which compares to 12% to 18% of respondents from other institutions.
- Private vocational schools (46%) and SIAST (37%) had the highest proportion of respondents 22 years of age or younger. In fact, their proportion was more than double that of SIIT (18%) which had the third highest proportion of respondents 22 years of age or younger.
- SIIT respondents are most likely to have dependents.
- SIIT respondents are most likely to self-report as being Aboriginal, with 85% of respondents doing so. This compares to 6% to 14% of respondents from other institutions.
- There is little variation in the proportion of visible minority respondents by institution, as the proportion per institution ranges from 4% (SATCC) to 12% (University of Regina).
- For SIAST, SIIT, and private vocational schools, all of their respondents are certificate or diploma graduates. For SATCC, all respondents graduated from the journeyperson program.
- Approximately 7 in 10 respondents from the University of Regina and University of Saskatchewan graduated with a Bachelor's Degree, while about 1 in 5 respondents graduated from a Master's, PhD, or Doctorate program. Among respondents who graduated from a Master's program, respondents are split somewhat equally between University of Regina (accounting for 40% of Master's graduates) and University of Saskatchewan (60% of Master's graduates). Among PhD and Doctorate graduates, 93% graduated from the University of Saskatchewan compared to 7% from the University of Regina.

Table 7: Profile of respondents by institution						
	Institution (n = 4,978)					
	U of R (n = 1,025)	U of S (n = 1,782)	SIAST (n = 1,338)	SIIT (n = 60)	SATCC (n = 473)	PVS (n = 300)
Gender						
Female	**65%**	**60%**	**60%**	**63%**	**12%**	**73%**
Male	**35%**	**40%**	**40%**	**37%**	**88%**	**27%**
Age						
22 and younger	**10%**	**1%**	**37%**	**18%**	**6%**	**46%**
23 to 24	**29%**	**30%**	**12%**	**7%**	**21%**	**11%**
25 to 29	**29%**	**38%**	**14%**	**13%**	**33%**	**18%**
30 to 39	**18%**	**18%**	**17%**	**22%**	**25%**	**9%**
40 and older	**13%**	**12%**	**18%**	**38%**	**14%**	**15%**
Average age	**29.3 years**	**29.3 years**	**29.0 years**	**34.7 years**	**30.2 years**	**27.7 years**
Marital status						
Single	61%	64%	61%	58%	46%	68%
Married, common-law, or living with partner	36%	33%	35%	33%	51%	27%
Separated, widowed, or divorced	3%	2%	4%	8%	3%	4%
Dependents						
Responsible for dependents	**26%**	**22%**	**34%**	**65%**	**46%**	**27%**
Average (those with dependents)	1.9	2.0	2.0	2.7	2.1	2.1
Aboriginal status						
Aboriginal	**9%**	**6%**	**11%**	**85%**	**6%**	**14%**
Visible minority						
Yes	12%	9%	8%	7%	4%	8%
Citizenship						
Canadian citizen	92%	93%	97%	93%	98%	97%
Landed immigrant / permanent resident	3%	4%	2%	5%	1%	2%
All others	5%	3%	1%	2%	<1%	-
Disability						
Yes	3%	3%	6%	7%	2%	4%
Program						
Certificate or diploma	**11%**	**6%**	**100%**	**100%**	-	**100%**
Journeyperson	-	-	-	-	**100%**	-
Bachelor's Degree	**70%**	**72%**	-	-	-	-
Master's Degree	**17%**	**15%**	-	-	-	-
PhD or Doctorate	**1%**	**7%**	-	-	-	-
Note: Bolded percentages indicate a statistically significant difference between institutions.						

2.1.2 Profile by Aboriginal or non-Aboriginal respondents

As Table 8 shows, across all institutions Aboriginal and non-Aboriginal respondents' demographic profile is very similar, with a few noticeable differences:

- Aboriginal (54%) respondents are about twice as likely as non-Aboriginal (26%) respondents to have dependents, although the average number of dependents is only slightly higher for Aboriginal respondents (2.5 dependents versus 1.9 dependents for those with dependents).
- Aboriginal respondents are slightly more likely to report having a disability, although this difference is not statistically significant.
- Aboriginal respondents are older than non-Aboriginal respondents by about three years on average (32 years compared to 29 years). In addition, half of Aboriginal respondents are 30 years of age or older, while about 3 in 10 non-Aboriginal respondents are in this age cohort.

Any reference to Aboriginal or non-Aboriginal respondents throughout this report refers to respondents across all institutions.

Table 8: Profile of Aboriginal respondents

	Aboriginal status	
	Non-Aboriginal (n = 4,471)	**Aboriginal (n = 461)**
Gender		
Female	57%	66%
Male	43%	35%
Marital status		
Single	62%	54%
Married, common-law, or living with partner	35%	40%
Separated, widowed, or divorced	3%	6%
Dependents		
Responsible for dependents	**26%**	**54%**
Average (those with dependents)	**1.9 dependents**	**2.5 dependents**
Citizenship		
Canadian citizen	95%	99%
Landed immigrant / permanent resident	3%	<1%
All others	2%	1%
Disability		
Yes	3%	8%
Age		
22 and younger	16%	16%
23 to 24	24%	10%
25 to 29	28%	22%
30 to 39	17%	27%
40 and older	14%	23%
Average age	**29.0 years**	**32.0 years**

Note: Bolded percentages indicate a statistically significant difference between groups.

2.1.3 Profile by program

Table 9 shows several differences by the type of program respondents graduated from.

- The journeyperson program is the only one to have a majority of male respondents, as 88% report as male. Otherwise, there is a higher or an equal proportion of females graduating from each program type.
- Bachelor's Degree graduates tend to be younger than respondents who graduated from other programs. The typical Bachelor's Degree respondent was 27 years old at graduation, whereas the average age at graduation for respondents in other programs is 30 years or older.
- Respondents who graduate with a Bachelor's Degree are least likely to be married or have dependents.
- Respondents who graduated from Master's Degree or PhD or Doctorate programs are about five times more likely than respondents from other programs to be a landed immigrant or permanent resident. These respondents are also more likely to self-identify as being a member of a visible minority.

Table 9: Profile of respondents by program

	Program				
	Certificate or diploma (n = 1,919)	Journey-person (n = 473)	Bachelor's Degree (n = 2,013)	Master's Degree (n = 438)	PhD or Doctorate (n = 135)
Gender					
Female	**64%**	**12%**	**63%**	**56%**	**50%**
Male	**36%**	**88%**	**37%**	**44%**	**50%**
Age					
22 and younger	**34%**	**6%**	**5%**	-	-
23 to 24	**11%**	**21%**	**40%**	**1%**	-
25 to 29	**15%**	**33%**	**36%**	**34%**	**42%**
30 to 39	**17%**	**25%**	**12%**	**39%**	**41%**
40 and older	**21%**	**14%**	**6%**	**24%**	**15%**
Average age	**30.1 years**	**30.2 years**	**26.9 years**	**34.6 years**	**32.6 years**
Marital status					
Single	**58%**	**46%**	**74%**	**37%**	**41%**
Married, common-law, or living with partner	**37%**	**51%**	**24%**	**59%**	**57%**
Separated, widowed, or divorced	**4%**	**3%**	**2%**	**3%**	**1%**
Dependents					
Responsible for dependents	**36%**	**46%**	**15%**	**42%**	**33%**
Average (those with dependents)	2.1	2.1	1.8	2.0	2.0
Aboriginal status					
Aboriginal	14%	6%	7%	7%	2%
Visible minority					
Yes	8%	4%	8%	17%	25%
Citizenship					
Canadian citizen	**97%**	**98%**	**95%**	**82%**	**84%**
Landed immigrant / permanent resident	**2%**	**1%**	**2%**	**11%**	**10%**
All others	**1%**	**<1%**	**3%**	**7%**	**4%**
Disability					
Yes	5%	2%	3%	3%	2%

Note: Bolded percentages indicate a statistically significant difference between institutions.

2.1.4 Profile by year

As shown in Table 10, the graduating class of 2009–10 is virtually the same, demographically speaking, as the class as 2004–05. In fact, no demographic category varies by more than four percentage points from the previous survey.

Because the demographic profile of respondents between the two years is so similar, any differences between results from the 2004–05 graduates survey and 2009-10 survey are likely due to factors other than respondent characteristics.

Table 10: Profile by year

	2009–10 graduates (n = 4,978)	2004–05 graduates (n = 5,835)
Gender		
Female	57%	56%
Male	43%	44%
Marital status		
Single	61%	60%
Married or living with partner	35%	36%
Separated, widowed, or divorced	3%	4%
Dependents		
Responsible for dependents	29%	33%
Average number of dependents (those with dependents)	2.0 dependents	2.0 dependents
Aboriginal status		
Aboriginal	9%	10%
Visible minority		
Yes	9%	7%
Citizenship		
Canadian citizen	95%	98%
Landed immigrant or permanent resident	3%	1%
Student visa	1%	1%
All others	2%	-
Disability		
Yes	4%	4%

2.2 Parental education

About 1 in 4 respondents are first-generation students; that is, neither their mother (or female guardian) nor father (or male guardian) had any post-secondary education. Another 1 in 3 come from households where just one parent had post-secondary education, while for 4 in 10 respondents, both parents had post-secondary education. See Table 11.

Table 11: Parents' education
Q87. What is the highest level of education attained by your mother or female guardian?
Q88. What is the highest level of education attained by your father or male guardian?

	2009-10 graduates (n = 4,978)
Both parents with post-secondary	38%
Mother-only post-secondary education	18%
Father-only post-secondary education	14%
Neither parent with post-secondary (first-generation)	26%

Table 12 illustrates the following:

- More than half of SIIT respondents (53%) report that they are first-generation students; that is, neither their mother nor father took any post-secondary education. At more than 3 in 10 respondents, SATCC (36%) and SIAST (32%) were also likely to be first-generation students. These percentages are higher than other institutions, where the proportion of first-generation respondents ranges from 19% to 26%.
- About 4 in 10 Aboriginal respondents report that they are first-generation students. This compares to about 1 in 4 non-Aboriginal respondents who do so.
- Respondents 40 years of age and older are about twice as likely as those under 40 to be first-generation students.
- Respondents who graduate from a journeyperson (36%) program or with a certificate or diploma (32%) are most likely to be first-generation students. Bachelor's Degree (18%) graduates are least likely to be first-generation students.

Table 12: Profile of first-generation respondents	
	2009-10 first-generation graduates (n = 4,978)
Overall	26%
Institution	
University of Regina	**23%**
University of Saskatchewan	**19%**
SIAST	**32%**
SIIT	**53%**
SATCC	**36%**
Private vocational schools	**26%**
Aboriginal	
Yes	38%
No	25%
Age	
22 and younger	**22%**
23 to 24	**19%**
25 to 29	**21%**
30 to 39	**27%**
40 and older	**49%**
Program	
Certificate or diploma	**32%**
Journeyperson	**36%**
Bachelor's Degree	**18%**
Master's Degree	**23%**
PhD or Doctorate	**21%**
Note: Bolded percentages indicate a statistically significant difference between groups.	

For a complete breakdown of parental education, please see Table 13.

Table 13: Detailed breakdown of parents' education *Q87. What is the highest level of education attained by your mother or female guardian?* *Q88. What is the highest level of education attained by your father or male guardian?*	
	2009–10 graduates (n = 4,978)
Highest level of post-secondary education (father)	
High school graduate or less	41%
Some post-secondary	6%
College, technical institute, or apprenticeship program	22%
Bachelor's degree	15%
Master's degree	5%
Doctorate degree	2%
Other	1%
Not applicable	1%
Highest level of post-secondary education (mother)	
High school graduate or less	38%
Some post-secondary	8%
College, technical institute, or apprenticeship program	25%
Bachelor's degree	18%
Master's degree	4%
Doctorate degree	1%
Other	1%
Not applicable	1%

3 Education Prior to Program

3.1 High school or equivalent education
3.2 Post-secondary programs completed prior to 2009-10 program
3.3 Year began post-secondary studies

3.0 Education prior to program

This section examines respondents' education prior to the post-secondary program they graduated from in 2009–10. This includes secondary (i.e., high school) and post-secondary education.

3.1 High school or equivalent education

More than 9 in 10 respondents had completed their high school diploma through the secondary school system, while about 1 in 20 completed it by getting either a GED Certificate (3%) or through Adult Basic Education (2%). Just 2% say they did not complete their high school education or an equivalent program. Among those who did not receive their high school diploma, most (88%) reached high school (that is, grade 9 or higher).

The typical respondent last attended school in the K to 12 system in 1999, although slightly more than 1 in 3 graduated before then. Likely reflecting the length of their program, 8% respondents graduated from high school in 2008 or later.

Table 14: Secondary education
Q1A. Did you meet the requirements for completing high school by receiving your high school diploma, an adult basic education, or by getting a GED certificate?
Q3. What year did you last attend school in the K to 12 system?

	2009–10 graduates (n = 4,978)
High School Requirements	
High School Diploma	93%
GED Certificate	3%
Adult Basic Education	2%
Did not complete high school	2%
Year last attended school in K to 12 system	
2008 or later	8%
2006–2007	9%
2004–2005	24%
2000–2003	23%
1999 or earlier	34%
Average year respondents last attended*	1999
Median year respondents last attended	2002

* The range of years respondents last attended school in the K to 12 system ranged from 1955 to 2010.

Table 15 shows that there are several statistically significant differences between groups and their secondary education.

- At about 4 in 10 respondents, SIIT graduates (38%) are much less likely than those attending other institutions to have received their high school diploma. This is because 32% met the requirements through adult basic education (compared to 1% to 3% of respondents from other institutions) and 20% received a GED certificate (compared to 1% to 9% of respondents from other institutions). Among other institutions 84% to 97% of respondents completed their high school diploma. SIIT graduates also attended the K-to-12 system much earlier than respondents from other institutions. This is not surprising, given that SIIT graduates tend to be older than respondents from other institutions.

- Aboriginal respondents (74%) are less likely than non-Aboriginal respondents (95%) to have completed their high school diploma, although this difference falls just below the threshold for statistical significance. This difference is because Aboriginal respondents are more likely than non-Aboriginal respondents to have completed a GED (9% versus 1%) or Basic Adult Education (10% versus 2%). In addition, they have been out of the K-12 system longer than non-Aboriginal respondents, which likely coincides with the result that Aboriginal respondents tend to be older than non-Aboriginal respondents.

- The older a graduate is, the less likely they are to have completed their high school diploma.

- Respondents who graduated with a Bachelor's Degree were most likely to have completed their high school diploma and to have completed it most recently. Respondents who completed a certificate or diploma were least likely to have completed their high school diploma (and subsequently most likely to have completed their GED or Adult Basic Education).

Table 15: Profile of secondary education

	2009–10 graduates (n = 4,978)	
	High school diploma	**Average year last attended**
Overall	93%	1999
Institution		
University of Regina	**97%**	**1999**
University of Saskatchewan	**97%**	**1999**
SIAST	**90%**	**2000**
SIIT	**38%**	**1995**
SATCC	**90%**	**1998**
Private vocational schools	**84%**	**2001**
Aboriginal		
Yes	74%	**1997**
No	95%	**1999**
Age		
22 and younger	**97%**	**2007**
23 or 24	**99%**	**2005**
25 to 29	**96%**	**2002**
30 to 39	**88%**	**1995**
40 and older	**79%**	**1981**
Program		
Certificate or diploma	**88%**	**1998**
Journeyperson	**90%**	**1998**
Bachelor's Degree	**98%**	**2001**
Master's Degree	**96%**	**1993**
PhD or Doctorate	**92%**	**1996**

Note: Bolded percentages indicate a statistically significant difference between groups.

3.2 Post-secondary programs completed prior to 2009–10 program

As shown in Figure 1, almost 4 in 10 respondents (37%) completed some type of post-secondary education prior to the program from which they graduated in 2009–10. Overall, 17% completed degrees only, 11% completed certificates only, and 6% completed diplomas only. A small proportion (3%) completed a mix of certificates, diplomas, and/or degrees.

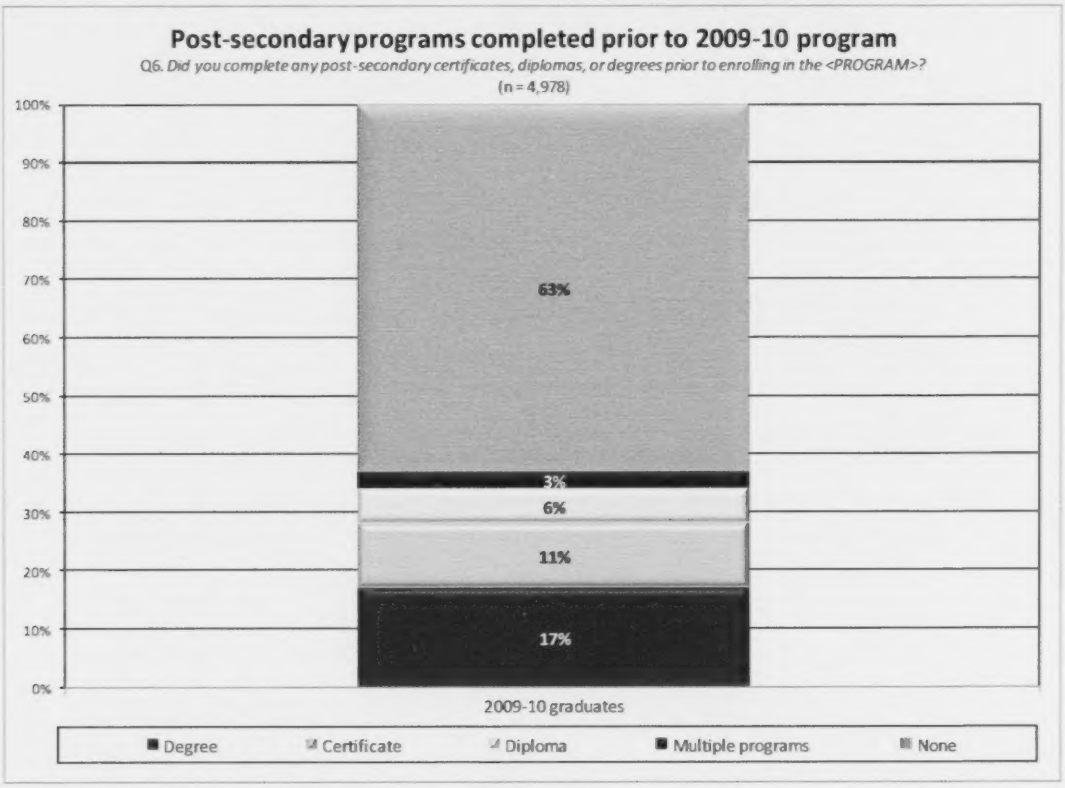

Figure 1

Results in Table 16 show:

- The older respondents were at the time of graduation, the more likely they were to have taken previous post-secondary education. The proportion of respondents who had previous post-secondary education rises from 9% of those 22 and younger to 68% of those 40 and older.
- There is also some difference by institution (although this is not statistically significant), as University of Saskatchewan (43%) and University of Regina (41%) graduates were most likely to have previous post-secondary education. On the other hand, SATCC (25%) and private vocational school (21%) graduates were least likely.
- Respondents who self-identify as being a visible minority (48%) are more likely to have taken previous post-secondary education than those who do not identify as a visible minority (36%).
- Respondents who completed a Master's (95%) or PhD or Doctorate (84%) program are most likely to have completed previous post-secondary education, relative to respondents who graduated from other programs.

Table 16: Profile of respondents who have taken post-secondary prior to 2009–10 program

	2009-10 graduates % taken post-secondary education (n = 4,978)
Overall	37%
Institution	
University of Regina	41%
University of Saskatchewan	43%
SIAST	34%
SIIT	32%
SATCC	25%
Private vocational schools	21%
Aboriginal	
Yes	39%
No	37%
Visible minority	
Yes	48%
No	36%
Age	
22 and younger	**9%**
23 or 24	**10%**
25 to 29	**40%**
30 to 39	**65%**
40 and older	**68%**
Program	
Certificate or diploma	**35%**
Journeyperson	**25%**
Bachelor's Degree	**25%**
Master's Degree	**95%**
PhD or Doctorate	**84%**

Note: Bolded percentages indicate a statistically significant difference between groups.

Among the 37% of respondents who took previous post-secondary education, they most commonly report taking their previous post-secondary education at institutions outside of Saskatchewan (30%). This is followed by taking previous education at the University of Saskatchewan (24%), SIAST (23%), and the University of Regina (14%).

Among the 37% of respondents with previous post-secondary education, 41% of them report having taken previous education or training from the institution from which they graduated in 2009-10.

Table 17: Institutions where respondents took previous post-secondary education
Q6A2. Where did you complete your certificate?
Q6B2. Where did you complete your diploma?
Q6C2.Where did you complete your degree?

	2009–10 graduates who took previous post-secondary (n = 1,835)
Other non-Saskatchewan institution	30%
University of Saskatchewan	24%
SIAST	23%
University of Regina	14%
Private vocational school	7%
Other Saskatchewan institution	6%
Regional college	3%
SIIT	1%
SATCC	<1%

Note: Respondents could have more than one prior post-secondary institution. Therefore, column will sum to more than 100%.

3.3 Year began post-secondary studies

The year in which respondents started their program may be influenced by many factors, including the type of program they completed in 2009-10, their previous post-secondary education experience, and their age. Table 18 provides an overall view of the years in which respondents began their post-secondary study.

Table 18: Year began post-secondary studies
Q5. In what year did you first begin your post-secondary studies?

	2009-10 graduates (n = 4,978)
2008 or later	19%
2006–2007	11%
2004–2005	26%
2000–2003	20%
1999 or earlier	22%
Average year	2002
Median year	2004

Figure 2 shows that about half of respondents started their post-secondary education the same year they completed their K to 12 studies.[10] Another 1 in 6 started the year after they completed their K to 12 studies, while about 1 in 3 waited two years or more.

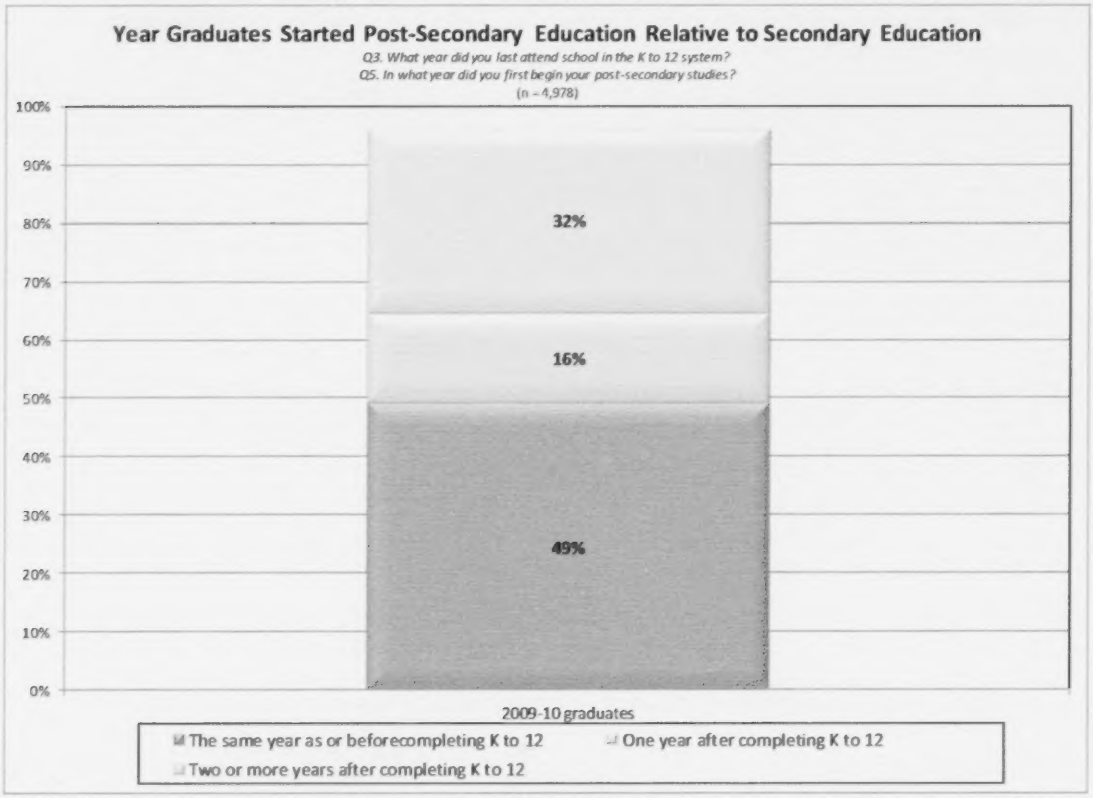

Figure 2

The profile of respondents who started their post-secondary studies the same year they completed their K to 12 studies shows the following, illustrated in Table 19:

- Those who graduated from the University of Regina (66%) and the University of Saskatchewan (64%) are statistically most likely to have started the same year as completing their K to 12 studies. Conversely, SIIT (10%) and SATCC (16%) graduates are least likely to have done so.
- It might be expected that as age increases, respondents would be less likely to have entered directly after finishing their K to 12 studies. However, it appears that those 22 years of age and younger do not fit this pattern, as only 57% started the same year they completed their K to 12 studies, compared to 71% of those 23 to 24 who did so. This is likely based on the fact that respondents who are 23 to 24 tend to over-represent the University of Saskatchewan and University of Regina.
- Respondents who graduated with a Bachelor's Degree (68%), with a Master's Degree (57%), or from a PhD or Doctorate (66%) program are more likely than those who

10 About 1% of graduates indicated that they started their post-secondary education prior to completing their K to 12 studies. These graduates are included with those who started the same year.

graduated from a journeyperson (16%) program or with a certificate or diploma (33%) to have started their post-secondary studies the same year as completing their K to 12 studies.

- Although this finding is not statistically significant, respondents of Aboriginal descent are less likely than non-Aboriginals to have started their post-secondary studies the same year as finishing their K to 12 studies.

Table 19: Profile of respondents who entered directly into program	
	2009–10 graduates (n = 4,978)
Overall	49%
Institution	
University of Regina	**66%**
University of Saskatchewan	**64%**
SIAST	**33%**
SIIT	**10%**
SATCC	**16%**
Private vocational schools	**32%**
Aboriginal	
Yes	30%
No	51%
Age	
22 and younger	**57%**
23 to 24	**71%**
25 to 29	**49%**
30 to 39	**32%**
40 and older	**27%**
Program	
Certificate or diploma	**33%**
Journeyperson	**16%**
Bachelor's Degree	**68%**
Master's Degree	**57%**
PhD or Doctorate	**66%**
Note: Bolded percentages indicate a statistically significant difference between groups.	

4 Profile of 2009-10 Program

4.1 Distance education
4.2 Regional College
4.3 Program benefits
4.4 Satisfaction with educational experience
4.5 Recommend program

4.0 Profile of 2009–10 program

This section summarizes respondents' experiences during their program, as well as their impressions and satisfaction.

4.1 Distance education

Overall, about 1 in 5 (22%) respondents took correspondence or distance education courses as part of their program. Among those who took distance education or correspondence, about 2 in 3 took less than half of their program this way (15% of all respondents).

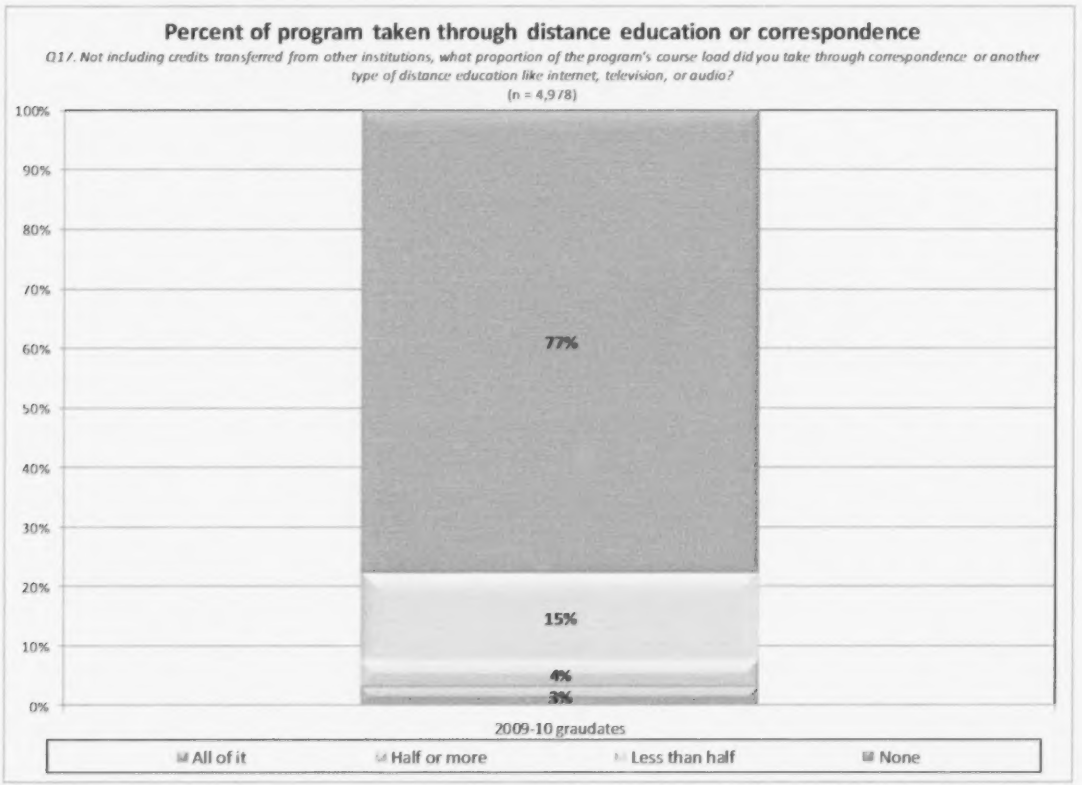

Figure 3

Of respondents who took distance education:

- Graduates from the two universities (the University of Regina at 29% and the University of Saskatchewan at 26%) and SIAST (21%) were most likely to have taken part of their education through distance education or correspondence. On the other hand, SATCC (6%) and private vocational school (7%) graduates were least likely to have done so.
- Respondents who graduated with a Bachelor's Degree (27%), Master's Degree (22%), or a certificate or diploma (22%) were most likely to have taken distance education. Conversely, very few respondents who graduated from a journeyperson (6%) or PhD or Doctorate (4%) program took any distance education.
- Female respondents were twice as likely as male respondents to have taken distance education or correspondence.
- The older the respondent, the more likely they were to have taken distance education or correspondence. Respondents 40 and older were four times more likely to have taken distance education or correspondence compared to those 22 and younger.

Table 20: Profile of respondents who took distance education

	2009–10 graduates (n = 4,978)
Overall	22%
Institution	
University of Regina	**29%**
University of Saskatchewan	**26%**
SIAST	**21%**
SIIT	**10%**
SATCC	**6%**
Private vocational schools	**7%**
Gender	
Female	**28%**
Male	**14%**
Age	
22 and younger	**10%**
23 to 24	**19%**
25 to 29	**20%**
30 to 39	**26%**
40 and older	**40%**
Program	
Certificate or diploma	**22%**
Journeyperson	**6%**
Bachelor's Degree	**27%**
Master's Degree	**22%**
PhD or Doctorate	**4%**

Note: Bolded percentages indicate a statistically significant difference between groups.

As shown in Table 21, among the 22% of respondents who took correspondence or distance education, about 3 in 4 did so through a Saskatchewan institution only, while about 1 in 6 took it from a non-Saskatchewan institution only. About 1 in 20 took courses through both Saskatchewan and non-Saskatchewan institutions.

SIAST respondents who took correspondence and distance education courses were statistically more likely to have taken them from Saskatchewan institutions only (94%) than were University of Regina (71%) or University of Saskatchewan respondents (66%).[11]

Table 21: Institution distance education courses taken from
Q18. What institution did you take your correspondence or distance education courses from?

	2009-10 graduates who took distance education (n = 1,102)
Saskatchewan institution	75%
Non-Saskatchewan institution	16%
Both Saskatchewan and non-Saskatchewan institution	6%
Undeterminable	1%

Regardless of where respondents took distance education or correspondence courses from:

- About 3 in 10 say that the course was *only offered as correspondence or distance education* (29%), they *needed the course to graduate* (6%), the course was *not available through their institution* (2%), or they could *not get into a classroom-based course through their institution* (1%).
- Other respondents indicate that such courses allowed them to *work while going to school* (18%), to *not have to travel to the campus to take the course* (16%), *convenience* (9%) and to *maintain their family responsibilities* (6%).
- A few mention reasons related to their program of studies, such as *being better able to fit these courses into their schedule* (6%) or *to lighten their course workload* (4%).

[11] Sample sizes for SIIT, SATCC, and private vocational schools were too small (n < 30) to include in the analysis.

Examining the differences between those who only took distance or correspondence courses at Saskatchewan institutions and those who took them only through non-Saskatchewan institutions reveals the following:

- Those who took them at Saskatchewan institutions are more likely to say they took courses *because they were only offered as correspondence or distance education* (31% versus 20% who took courses through institutions outside Saskatchewan) or *to work while going to school* (20% versus 7%).
- Conversely, those who took courses from institutions outside of Saskatchewan are more likely to say it was because they *needed the course to graduate* (18% versus 4% who took courses through institutions in Saskatchewan).

Table 22: Main reason for taking distance education
Q17A. What was the main reason for taking correspondence or distance education courses as part of your program?
Q18. What institution did you take your correspondence or distance education courses from?

	2009–10 graduates who took distance education (n = 1,102)	Took only from Saskatchewan institution (n = 824)	Took only from non-Saskatchewan institutions (n = 177)
How course was offered	29%	31%	20%
To work while going to school	18%	20%	7%
Could not travel to institution where offered	16%	18%	9%
Convenience	9%	8%	13%
To complete course/graduate	6%	4%	18%
Family responsibilities	6%	6%	3%
Easier to fit into schedule	6%	5%	7%
Prefer online courses	4%	4%	3%
To lighten workload	4%	4%	5%
Course not available through institution	2%	2%	7%
Could not get into course offered in-class	1%	1%	1%
Other	7%	6%	9%

Note: Respondents could give more than one reason for taking distance education. Therefore, columns for this question will sum to more than 100%.

4.2 Regional College

Among all respondents, 1 in 5 (20%) took at least some portion of their program at a Saskatchewan Regional College. This is down from 26% of respondents who graduated in 2004-05, although the difference is not statistically significant.

Among the 20% of respondents who took some portion at a Regional College:

- The majority (69%) took their entire program there. This accounts for 14% of all respondents.
- About 1 in 10 (12%) took half or more, while 1 in 6 (15%) took less than half of their program at a Regional College.

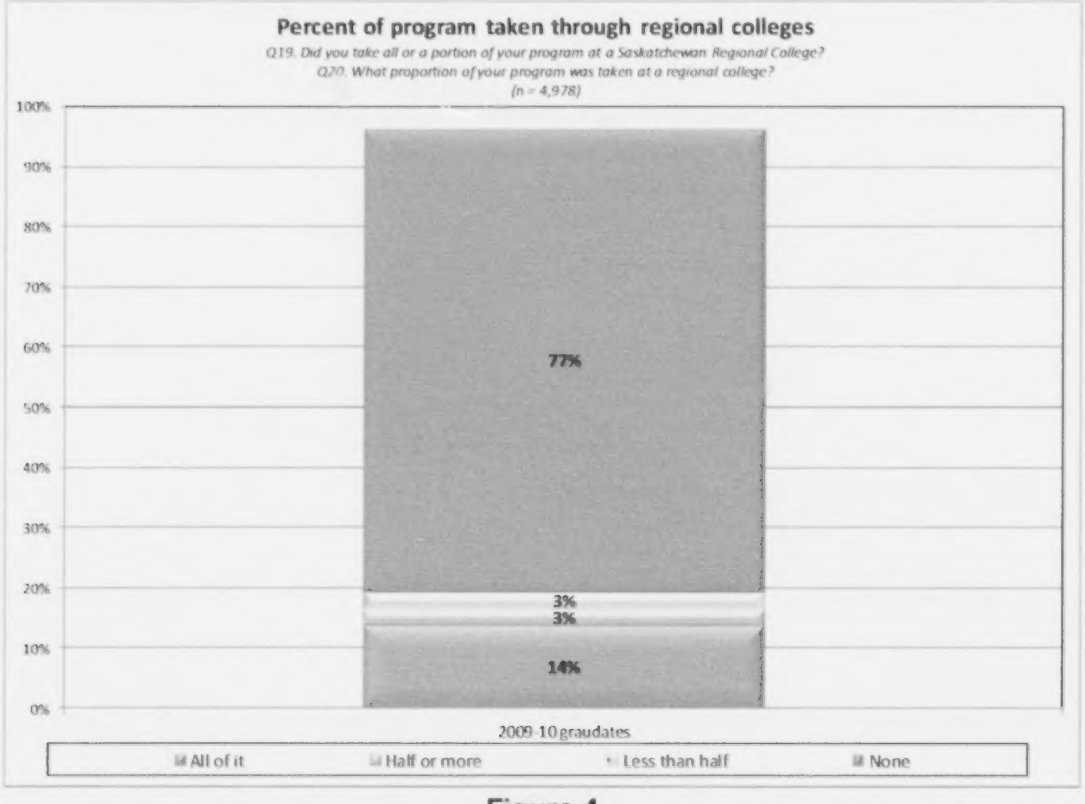

Figure 4

Results in Table 23 show the following:

- University respondents are much less likely than respondents from other institutions to have taken any part of their studies through a Saskatchewan Regional College. University respondents who studied at a Regional College are also less likely to have taken their entire program there. SATCC and SIAST respondents are most likely to have taken some or their entire program through a Regional College.
- The youngest (22 and younger) and oldest (40 and older) respondents are most likely to have taken either part or all of their program through a Saskatchewan Regional College.
- Although this finding is not statistically significant, Aboriginal respondents are slightly more likely to have taken some or all of their studies from a Regional College.
- Respondents who graduated from a journeyperson program or with a certificate or diploma were much more likely than those from other programs to have taken at least some or all of their studies from a regional college.

Table 23: Profile of regional college education

	2009–10 graduates (n = 4,978)	
	Took some or all of their studies at a Regional College	Took all studies at a Regional College
Overall	20%	14%
Institution		
University of Regina	**11%**	**4%**
University of Saskatchewan	**9%**	**4%**
SIAST	**36%**	**29%**
SIIT	**20%**	**15%**
SATCC	**38%**	**30%**
Private vocational schools	**24%**	**20%**
Aboriginal		
Yes	26%	18%
No	20%	14%
Age		
22 and younger	**29%**	**25%**
23 or 24	**14%**	**8%**
25 to 29	**16%**	**10%**
30 to 39	**23%**	**15%**
40 and older	**27%**	**18%**
Program		
Certificate or diploma	**31%**	**24%**
Journeyperson	**38%**	**30%**
Bachelor's Degree	**10%**	**3%**
Master's Degree	**9%**	**5%**
PhD or Doctorate	**8%**	**7%**

Note: Bolded percentages indicate a statistically significant difference between groups.

4.3 Program benefits

Figure 5 shows that most respondents see their program as having provided many benefits, as indicated by at least 7 in 10 respondents rating their program as having provided benefits to at least some extent (rating of 4 or 5 out of 5) on each of the seven benefits tested.

Looking at just the proportion of respondents who rate their institutions as having provided benefits to a great extent (5 out of 5) reveals the following:

- Respondents indicate that they received the most benefit from *having an opportunity to improve themselves* (51%).
- Many also experienced benefits related to future job prospects, saying their institution provided *designation needed for job or specific career* (49%), *chances of improved income* (47%), and *improved employment opportunities* (46%).
- Respondents rate their program as having provided the least benefit for *providing general skills and knowledge relevant for employment* (35%).

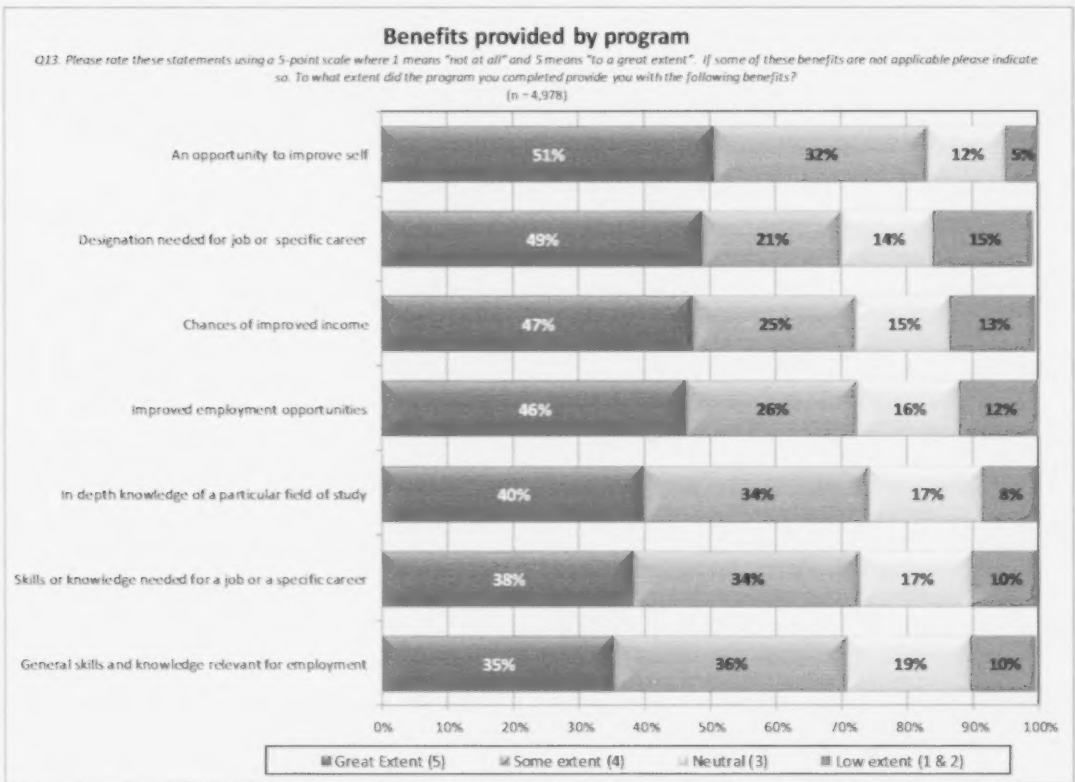

Figure 5[12]

12 Graduates rated the benefits from their program on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

Respondents' perceptions of the benefits provided by their program tend to differ depending on their institution and age. Table 24 reveals the following results:

- SATCC has the highest proportion of respondents who say their program provided *a designation needed for a job or specific career*, *chances for improved income*, and *improved employment opportunities* to a great extent. SIIT respondents are also very likely to say that their program provided a *chance for improved income* to a great extent.

- University graduates (both University of Regina and University of Saskatchewan) are least likely to say their program provided *skills or knowledge needed for a job or a specific career* or *general skills and knowledge relevant for employment* to a great extent.

- Older respondents (30 and older) are generally most likely to say that the program provided them each of the benefits to a great extent, while those 23 to 24 are least likely to report this.

- Although none of the differences meet the criteria for statistical significance, Aboriginal respondents are typically more likely than non-Aboriginal respondents to say their program provided them each of the benefits to a great extent, most notably for the *opportunity to improve self; skills or knowledge needed for a job or a specific career;* or *general skills and knowledge relevant for employment.* There was a difference of more than 10 percentage points between groups for these benefits.

- PhD and Doctorate respondents are most likely to indicate that the program benefited them to a great extent in giving them *a designation needed for a job or specific career*, *in-depth knowledge of a particular field of study they were interested in*, *skills or knowledge they needed for a job or a specific career they had in mind*, and *general skills and knowledge relevant for employment*. Respondents who graduated from a journeyperson program are most likely to indicate that their program benefited them to a great extent for *chances of improved income* and *improved employment opportunities*.

- For each benefit respondents rated, those who graduated from a Bachelor's Degree are least likely to indicate that their program benefitted them to a great extent.

Table 24: Profile of respondents rating benefits provided by program to a great extent							
	% rating to a great extent (rating of 5 out of 5) 2009–10 graduates (n = 4,978)						
	Opportunity to improve self	Designation needed	Improved income	Improved employment opportunities	Knowledge of field	Skills needed for a specific career	Skills relevant for employment
Overall	51%	49%	47%	46%	40%	38%	35%
Institution							
University of Regina	49%	**39%**	**39%**	**38%**	35%	**28%**	**27%**
University of Saskatchewan	49%	**49%**	**46%**	**44%**	40%	**33%**	**30%**
SIAST	53%	**53%**	**51%**	**51%**	45%	**49%**	**45%**
SIIT	59%	**43%**	**59%**	**48%**	35%	**52%**	**43%**
SATCC	55%	**60%**	**68%**	**64%**	39%	**47%**	**43%**
Private vocational schools	46%	**46%**	**34%**	**39%**	38%	**41%**	**38%**
Aboriginal							
Yes	62%	49%	55%	52%	43%	48%	45%
No	50%	49%	47%	46%	40%	37%	34%
Age							
22 and younger	**48%**	**46%**	45%	43%	39%	**41%**	**38%**
23 to 24	**42%**	**41%**	42%	40%	36%	**30%**	**28%**
25 to 29	**51%**	**51%**	47%	45%	40%	**37%**	**34%**
30 to 39	**53%**	**53%**	51%	51%	42%	**42%**	**37%**
40 and older	**64%**	**56%**	55%	55%	45%	**47%**	**44%**
Program							
Certificate or diploma	53%	**50%**	**48%**	**48%**	43%	**46%**	**42%**
Journeyperson	55%	**60%**	**68%**	**64%**	39%	**47%**	**43%**
Bachelor's Degree	45%	**44%**	**41%**	**40%**	34%	**27%**	**26%**
Master's Degree	59%	**45%**	**50%**	**45%**	49%	**39%**	**33%**
PhD or Doctorate	59%	**76%**	**56%**	**54%**	64%	**61%**	**49%**
Note: Bolded percentages indicate a statistically significant difference between groups.							

4.4 Satisfaction with educational experience

As shown in Figure 6, respondents are satisfied with their educational experiences in their program. More than 9 in 10 report being satisfied or very satisfied with the *quality of teaching in the program, quality of educational experience,* and *the program content.* In each case, between 3 and 4 in 10 report they are very satisfied. Conversely, less than 1 in 10 respondents report being dissatisfied with each of the educational experiences.

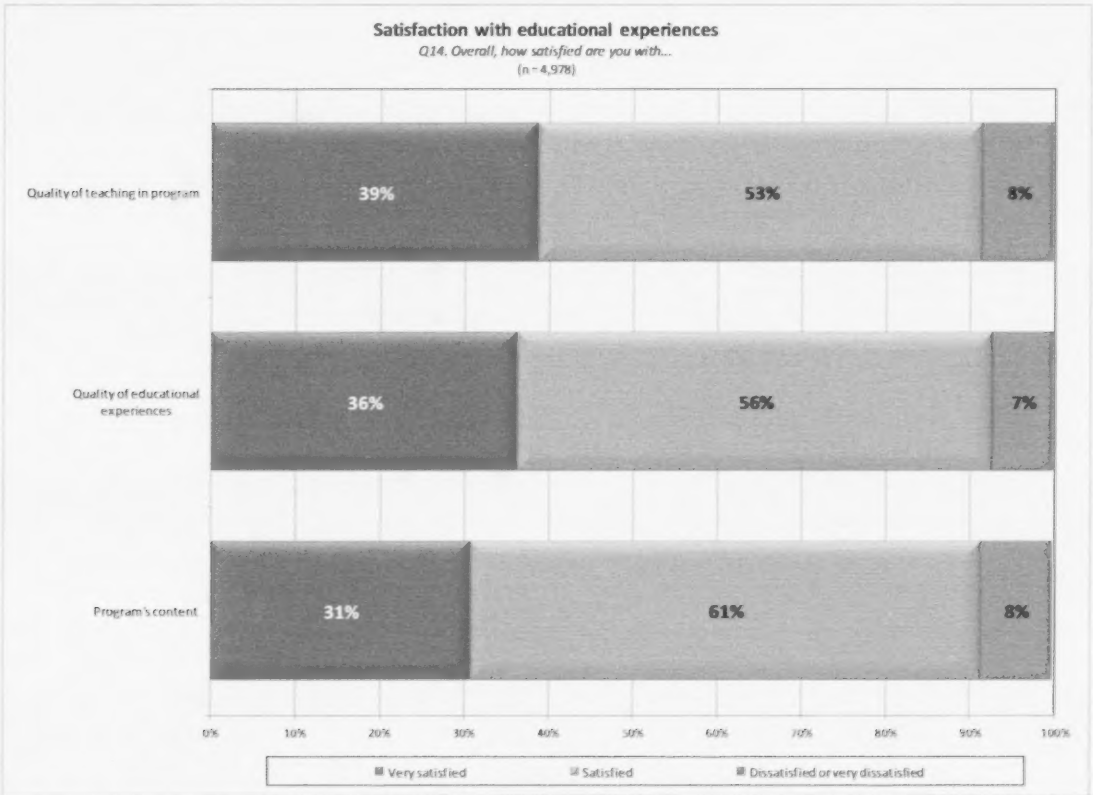

Figure 6

Those who are very satisfied with aspects of their educational experiences indicate the following:

- No single institution stands out as having respondents who are much more likely to be very satisfied with *quality of teaching* and *quality of their educational experiences* than respondents from other institutions. Private vocational school respondents are least likely to be very satisfied with these two aspects.
- Aboriginal respondents are more likely than those who are non-Aboriginal to be very satisfied with each of the aspects of their educational experiences, although none of the differences are statistically significant.
- Across all three aspects of respondents' educational experiences, respondents who graduated with a Bachelor's Degree are least likely to be very satisfied. Otherwise, satisfaction is similar among respondents from other programs, with those who graduated with a PhD or Doctorate tending to be most likely to be very satisfied with each aspect.

Table 25: Profile of respondents who are very satisfied with education experiences

	% rating to very satisfied 2009–10 graduates (n = 4,978)		
	Quality of teaching	**Quality of educational experiences**	**Program's content**
Overall	39%	36%	31%
Institution			
University of Regina	**33%**	**31%**	25%
University of Saskatchewan	**37%**	**35%**	29%
SIAST	**45%**	**42%**	39%
SIIT	**43%**	**37%**	35%
SATCC	**46%**	**40%**	31%
Private vocational schools	**29%**	**28%**	25%
Aboriginal			
Yes	47%	45%	42%
No	38%	36%	30%
Program			
Certificate or diploma	43%	41%	**37%**
Journeyperson	46%	40%	**31%**
Bachelor's Degree	31%	30%	**23%**
Master's Degree	45%	41%	**35%**
PhD or Doctorate	46%	47%	**43%**

Note: Bolded percentages indicate a statistically significant difference between groups.

4.5 Recommend program

Overall, more than 8 in 10 respondents (84%) would recommend their program to others based on the overall quality of their educational experiences. This proportion is higher than the proportion of respondents who graduated in 2004-05 (78%) who would recommend their program, although it is not statistically higher.

Among most institutions, more than 8 in 10 respondents say they would recommend their program. Private vocational school respondents are the exception, with 7 in 10 saying they would do so. See Figure 7.

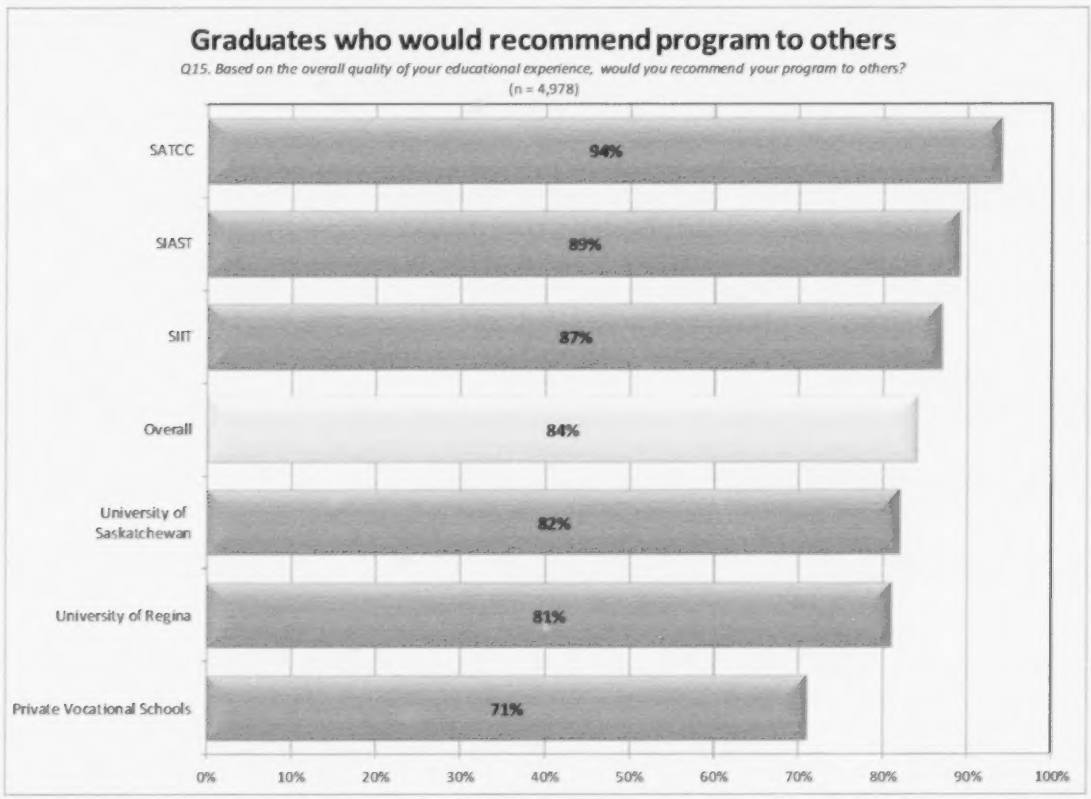

Figure 7

Although Aboriginal respondents tend to have more positive perceptions of their post-secondary experiences, they are only slightly more likely than non-Aboriginals to recommend their program to others (90% to 84%).

Another 1 in 10 (11%) say they would not recommend their program. Asking these respondents why they would not recommend their program, reveals three general themes:

- Job or career-related reasons, including *poor job opportunities after graduation* (33%), *the curriculum not being relevant to the workplace* (11%), and *poor salary for jobs in their field* (4%).
- Education-related reasons, including concerns with the *quality of the program* (27%), *other institutions have better programs* (10%), *quality of academic staff* (21%), and *lack of work-experience program* (3%).
- Reasons related to *cost* (5%).

See Table 26 for a complete summary of categories.

Table 26: Reasons for not recommending program to others
Q16. Why would you not recommend the program to others?

	2009–10 graduates who would not recommend program to others (n = 534)
Poor job opportunities	33%
Quality/relevance of the program	27%
Quality of academic staff	21%
Curriculum not relevant to workplace	11%
Other institutions have better programs	10%
Cost	5%
Would choose a different course or program	5%
Poor salary	4%
No work experience program	3%
Other	6%

Note: Respondents could give more than one response. Therefore, column will sum to more than 100%.

5 Further Studies

5.1 Profile of further studies
5.2 Reasons for taking further studies

5.0 Further studies

This section explores the post-secondary education respondents took since completing their program in 2009–10. It also identifies the factors that may have influenced their decisions to take further education.

5.1 Profile of further studies

Overall, about 3 in 10 respondents have taken further education since completing their program in 2009–10. As shown in Figure 8, there is some difference by institution, as University of Saskatchewan (38%) respondents are most likely to have taken further studies, while SATCC (7%) respondents are least likely.[13]

Among the 29% of respondents who have taken further post-secondary education, the vast majority (91%) have taken just one program, although a few have taken two or more (9%).

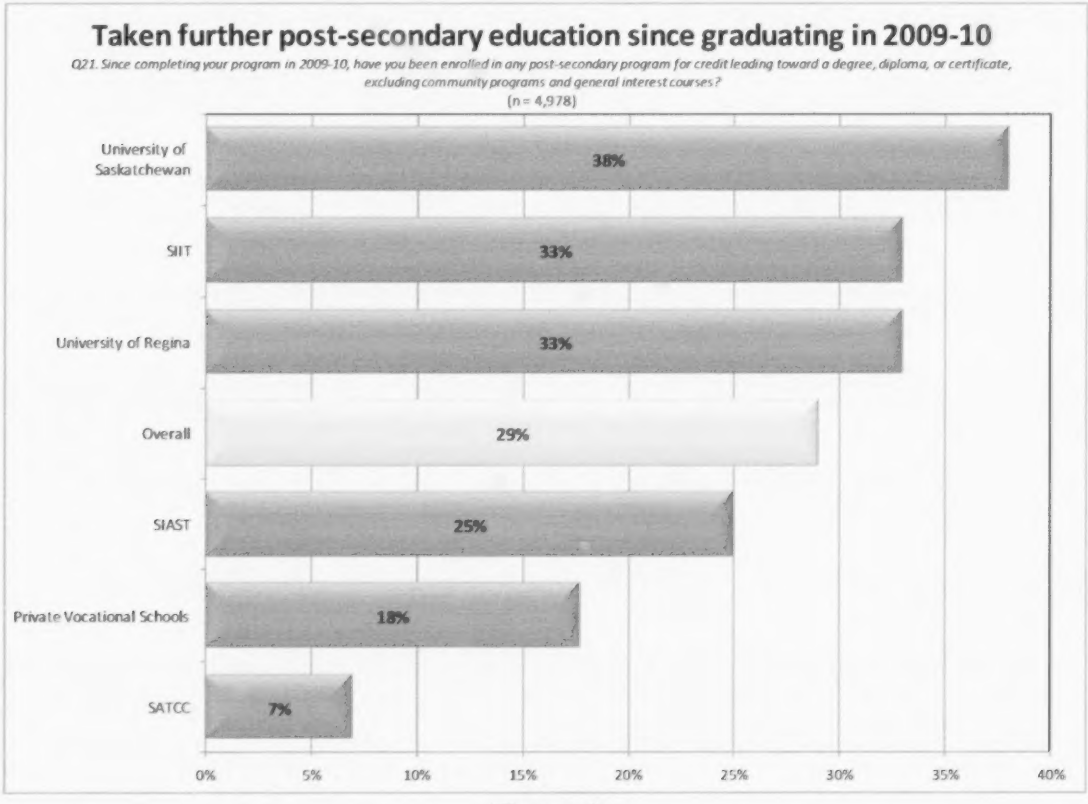

Figure 8

13 This difference between these institutions is statistically significant.

Table 26 shows very little difference among demographic groups and whether they took further education after the program they graduated from in 2009–10. There is a statistically significant difference by program, as respondents who graduated from a journeyperson program (7%) were least likely to have taken further education after graduating. Among other programs, between 23% and 38% of respondents took further education.

Table 27: Profile of respondents who took further education	
	% who took further education 2009–10 graduates (n = 4,978)
Overall	29%
Gender	
Female	31%
Male	27%
Age	
22 and younger	29%
23 to 24	39%
25 to 29	29%
30 to 39	24%
40 and older	21%
Aboriginal	
Yes	26%
No	29%
Program	
Certificate or diploma	**26%**
Journeyperson	**7%**
Bachelor's Degree	**38%**
Master's Degree	**28%**
PhD or Doctorate	**23%**
Note: Bolded percentages indicate a statistically significant difference between groups.	

Among the 29% of respondents who have taken further education since graduating, half (50%) have taken or are taking further studies from the institution they graduated from in 2009–10. As shown in Figure 9, respondents are most likely to return to SIIT (60%), University of Regina (55%), and the University of Saskatchewan (52%). None of the respondents from SATCC who took further education returned to SATCC since graduating. These differences between institutions are statistically significant.

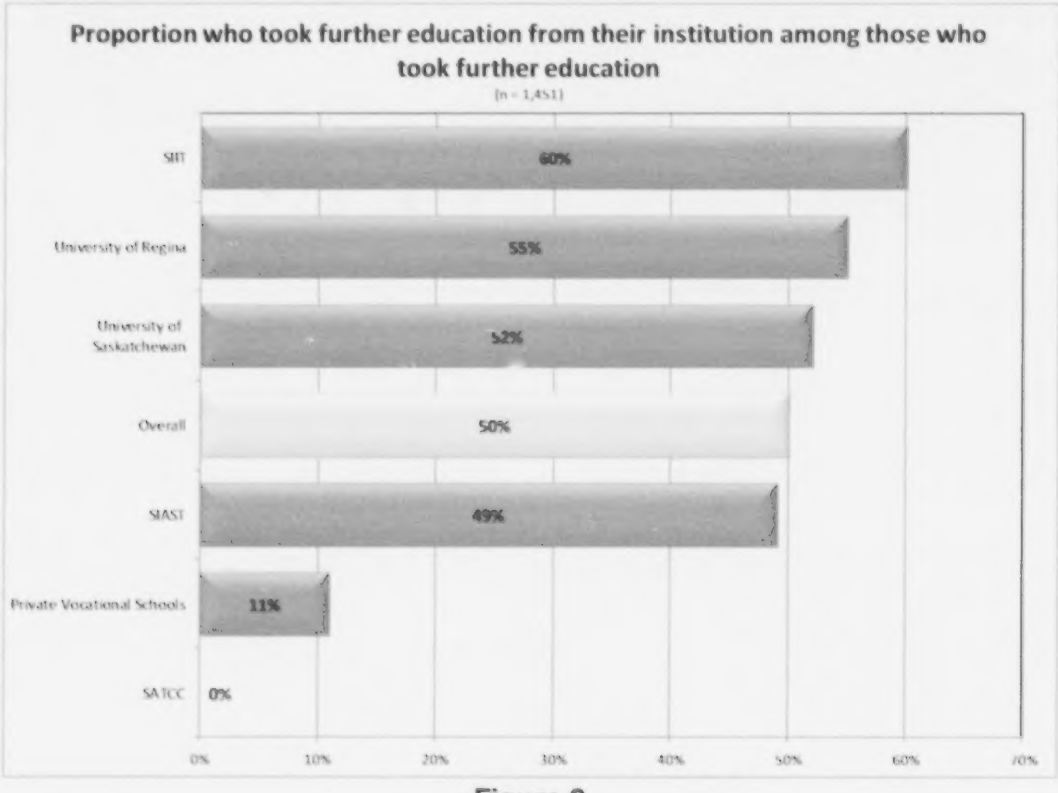

Figure 9

Among the 29% of respondents who have taken further education, 6 in 10 are currently enrolled in their program, while about 4 in 10 completed their studies. Slightly less than 1 in 10 dropped out of a program of studies, accounting for 98 respondents.

Table 28: Outcomes from further education

	2009–10 graduates with further studies (n = 1,451)
Enrolled	60%
Completed	38%
Dropped out	7%

Note: Respondents could have more than one outcome. Therefore, column will sum to more than 100%.

5.2 Reasons for taking further studies

Among respondents who took further studies after graduation, the main reason for pursuing additional studies can be traced to two major themes: career aspirations and educational aspirations.

- Career aspirations relate to reasons such as taking additional studies for *career advancement* (42%), because of a *lack of suitable employment opportunities* (15%), and *a desire to change fields* (7%).
- Educational aspirations include reasons such as *wanting to study at an advanced (or more advanced) level* (17%) and for *general interest or personal development* (12%).

Table 29: Main reason for pursuing additional studies
Q27. What was the main reason why you decided to pursue additional studies?

	2009–10 graduates who pursued additional studies (n = 1,451)
For career advancement	42%
Wanted to study at an advanced level	17%
Lack of suitable employment opportunities	15%
General interest/personal development	12%
Wanted to change fields	7%
Employer required	2%
Financial benefits	1%
Other	4%

6 Impact of Post-Secondary Education

6.1 Impact on academic skills
6.2 Impact on communication skills
6.3 Impact on knowledge skills
6.4 Impact on life skills
6.5 Overall impact
6.6 Impact by institution
6.7 Impact by Aboriginal and non-Aboriginal respondents
6.8 Impact by program

6.0 Impact of post-secondary education

Respondents were asked to reflect on their entire post-secondary experience and rate the extent to which the experience contributed to 17 areas. For the purposes of reporting, these skills have been broken up into four areas: academic skills, communication skills, knowledge skills, and life skills.

6.1 Impact on academic skills

Among the four academic skills, respondents are most likely to say that their post-secondary experience helped them *develop research skills* and *prepare for advanced study* to a great extent. They are least likely to say that their education *developed mathematical skills* to a great extent.

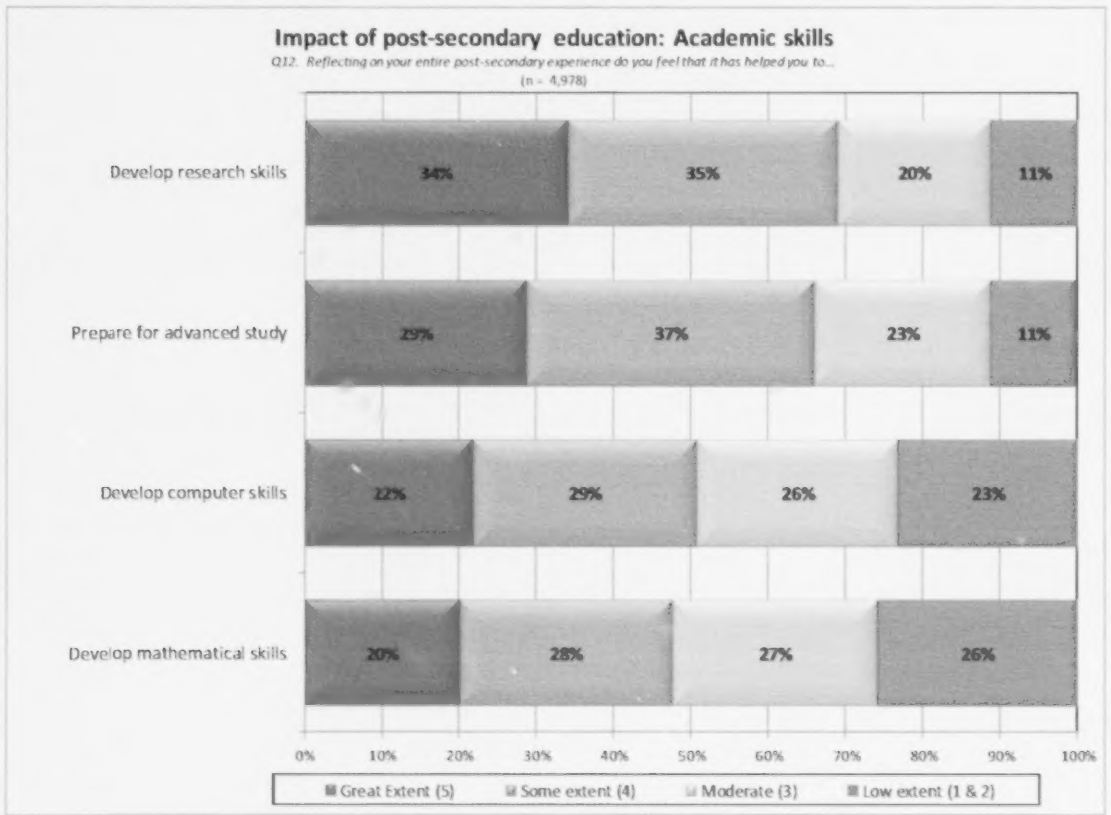

Figure 10[14]

14 Graduates who answered 'Not applicable' are removed from the calculations. Therefore, the n-size changes for each question. Graduates rated the help their post-secondary experience has given them on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

6.2 Impact on communication skills

For skills related to respondents' ability to communicate, respondents are about equally likely to say their post-secondary education helped them to at least some extent (rating of 4 or 5 out of 5) for each of the three aspects. In each case, about 3 in 10 say their education helped them to a great extent. See Figure 11.

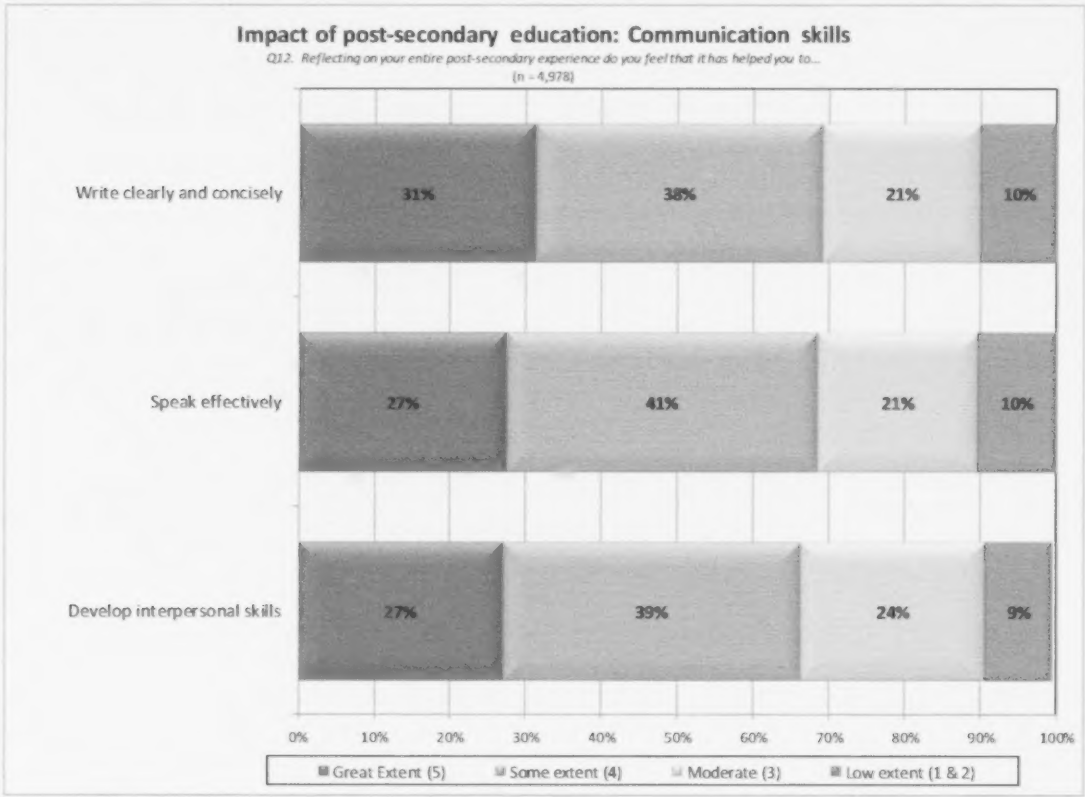

Figure 11[15]

15 Respondents who answered 'Not applicable' are removed from the calculations. Therefore, the n-size changes for each question. Respondents rated the help their post-secondary experience has given them on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

6.3 Impact on knowledge skills

In areas defined as knowledge skills, respondents most often say their post-secondary education helped them *learn independently*, as about 8 in 10 rate their education as helping to at least some extent (rating of 4 out of 5), including 43% who say it helped them to a great extent (5 out of 5). Respondents are least positive about their education's help with *developing awareness of ethical issues* among the five knowledge skills, but still 30% say it helped to a great extent. See Figure 12.

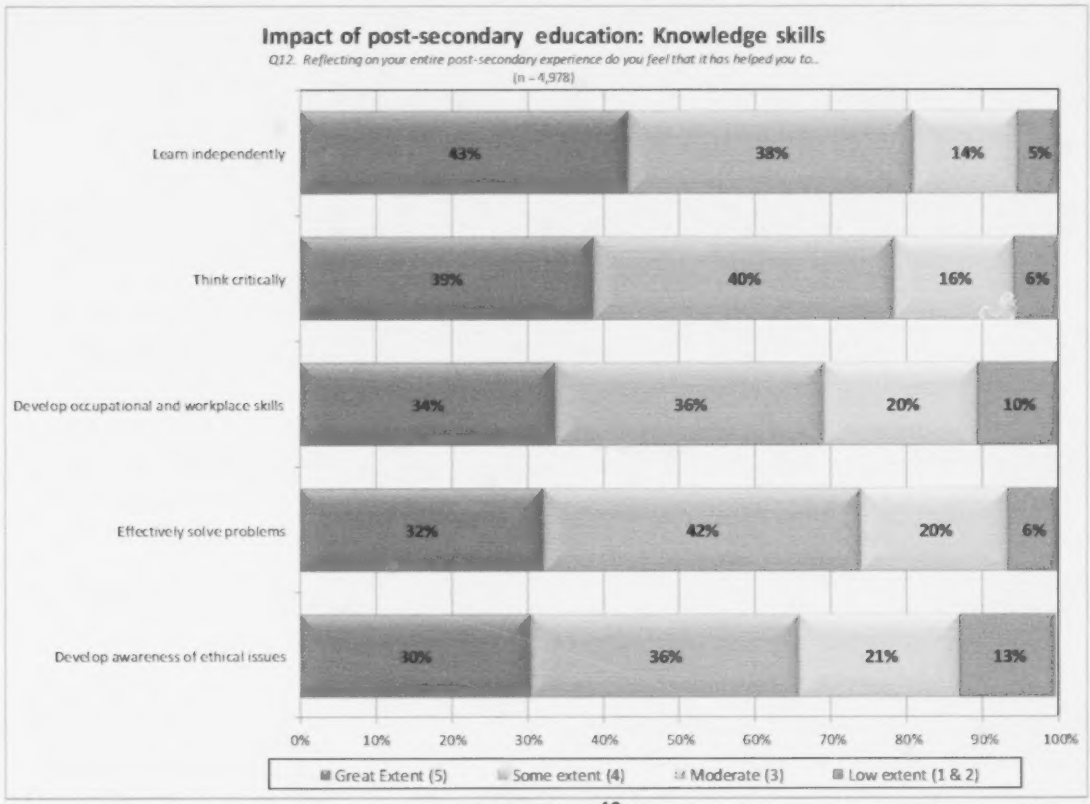

Figure 12[16]

16 Graduates who answered 'Not applicable' are removed from the calculations. Therefore, the n-size changes for each question. Graduates rated the help their post-secondary experience has given them on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

6.4 Impact on life skills

A similar proportion of respondents say their post-secondary experiences helped to a great extent (rating of 5 out of 5) for *appreciating own/other cultures*, *developing decision-making skills*, and *developing leadership skills*. However, when combined with those who say it helped to some extent (rating of 4 out of 5), *appreciating own/other cultures* drops behind the other two. In fact, about 6 in 10 say their experiences helped them *appreciate own/other cultures* to at least some extent compared to about 7 in 10 for the other two skills.

Respondents are least likely to say their experiences helped them to at least some extent in *appreciating the arts and literature*.

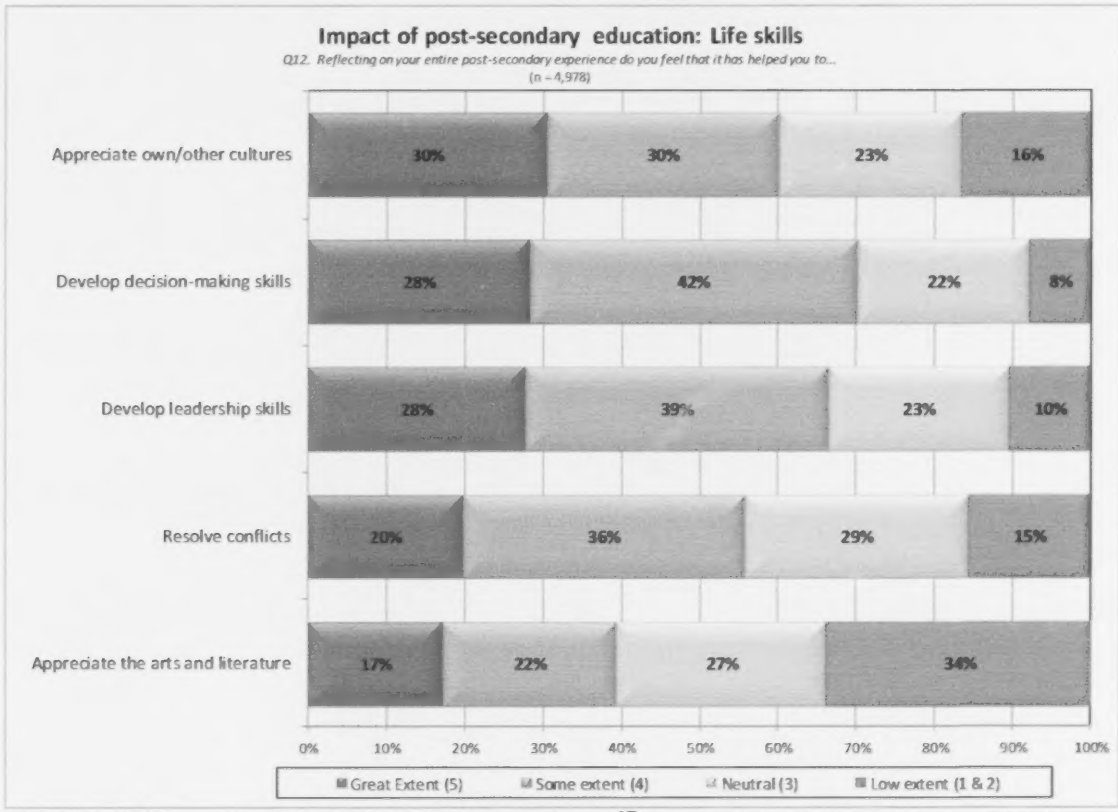

Figure 13[17]

[17] Graduates who answered 'Not applicable' are removed from the calculations. Therefore, the n-size changes for each question. Graduates rated the help their post-secondary experience has given them on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

6.5 Overall impact

When comparing the impact respondents' post-secondary education has had on them, they tend to be most positive about their post-secondary experiences' assistance in helping them to *learn independently* and *think critically*. In each case, about 8 in 10 respondents say their experiences helped to at least some extent (rating of 4 or 5 out of 5), with about 4 in 10 say they helped to a great extent (rating of 5 out of 5). Conversely, they tend to be least positive about the impact on their ability to *develop mathematical skills, resolve conflicts* and *appreciate the arts and literature*, as about 1 in 5 think their education helped them to a great extent.

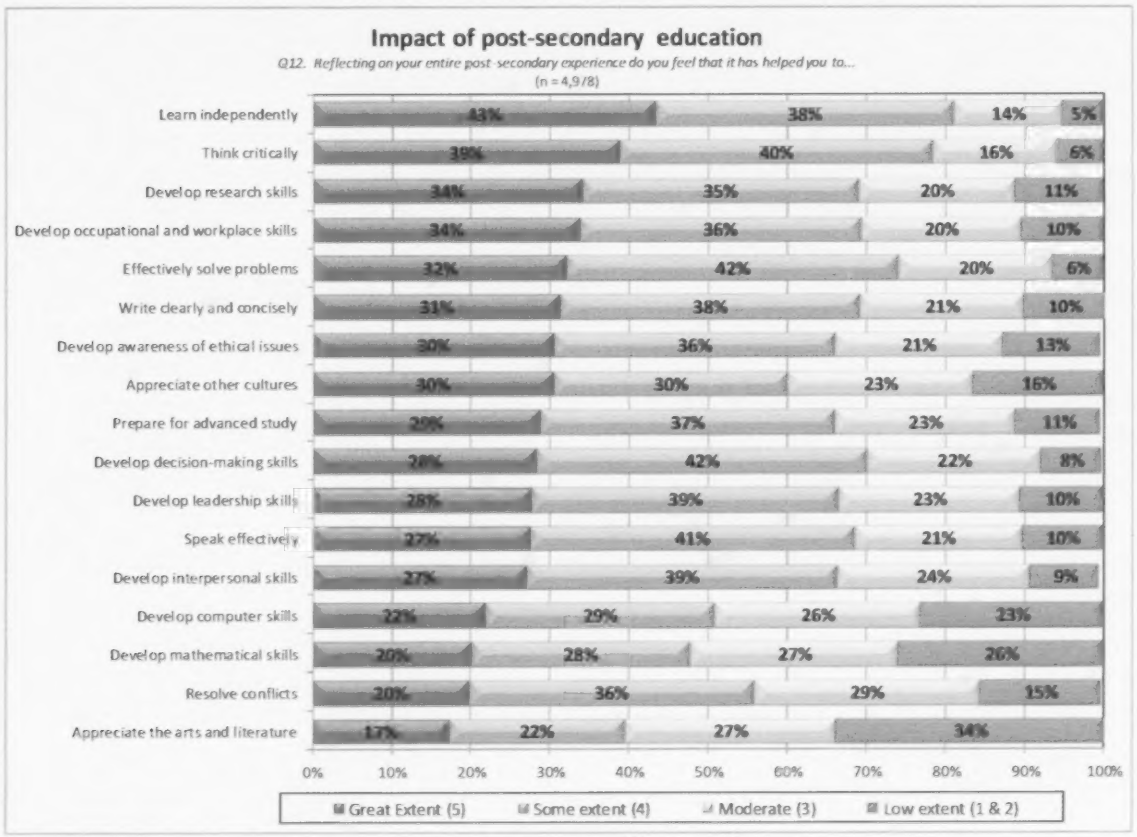
Impact of post-secondary education
Q12. Reflecting on your entire post-secondary experience do you feel that it has helped you to...
(n = 4,978)
Learn independently 43% 38% 14% 5%
Think critically 39% 40% 16% 6%
Develop research skills 34% 35% 20% 11%
Develop occupational and workplace skills 34% 36% 20% 10%
Effectively solve problems 32% 42% 20% 6%
Write clearly and concisely 31% 38% 21% 10%
Develop awareness of ethical issues 30% 36% 21% 13%
Appreciate other cultures 30% 30% 23% 16%
Prepare for advanced study 29% 37% 23% 11%
Develop decision-making skills 28% 42% 22% 8%
Develop leadership skills 28% 39% 23% 10%
Speak effectively 27% 41% 21% 10%
Develop interpersonal skills 27% 39% 24% 9%
Develop computer skills 22% 29% 26% 23%
Develop mathematical skills 20% 28% 27% 26%
Resolve conflicts 20% 36% 29% 15%
Appreciate the arts and literature 17% 22% 27% 34%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Great Extent (5)
Some extent (4)
Moderate (3)
Low extent (1 & 2)

Figure 14[18]

Worth noting is that respondents' post-secondary experiences tend to play a role in their assessment of its impact. Specifically, if respondents took other post-secondary education, either before or after the program they graduated from in 2009–10, they are more likely to say their entire post-secondary education has impacted them to a great extent for each of the items. The only two areas where this does not hold true is for *developing occupational workplace skills* and *mathematical skills*. For the most part, this may imply that the more post-secondary education respondents have taken, the greater the perception that these skills are enhanced.

18 Graduates who answered 'Not applicable' are removed from the calculations. Therefore, the n-size changes for each question. Graduates rated the help their post-secondary experience has given them on an anchored scale where 1 meant "Not at all" and 5 meant "Great extent". The labels used to describe the numeric categories are for descriptive purposes only.

In addition, compared to respondents who graduated in 2004-05, respondents who graduated in 2009-10 are more likely to say that their post-secondary experiences benefitted them to a great extent for each of the aspects tested. This difference is statistically significant to:

- *write clearly and concisely* (31% versus 23%),
- *develop awareness of ethical issues* (30% versus 21%), and
- *appreciate other cultures* (30% versus 23%).

6.6 Impact by institution

Table 30 shows respondents' perceptions of the extent to which their post-secondary studies helped them varies by institution. When examining results by institution, results show the following:

- For each item aspect tested, SIIT respondents have the highest proportion who say their studies have helped them to a great extent (rating of 5 out of 5).
- SATCC respondents are least likely to say their post-secondary education impacted them to a great extent for 13 of the 17 aspects tested. Private vocation school respondents are least likely to say their post-secondary education impacted them to a great extent for three of the aspects tested (*think critically*, *effectively solve problems*, and *develop math skills*). University of Regina respondents are least likely to say their post-secondary education help them *develop occupational and workplace skills* to a great extent.
- SIAST and University of Saskatchewan respondents are neither most nor least likely among respondents from the six institution types to say their post-secondary education helped them to a great extent for the 17 aspects tested.

Table 30: Profile of respondents, by institution, who rate post-secondary studies as helping to a great extent

	% rating to a great extent (rating of 5 out of 5)					
	U of R (n = 1,025)	U of S (n = 1,782)	SIAST (n = 1,338)	SIIT (n = 60)	SATCC (n = 473)	PVS (n = 300)
Learn independently	**44%**	**47%**	**42%**	**60%**	**30%**	**40%**
Think critically	**40%**	**45%**	**35%**	**53%**	**27%**	**25%**
Develop research skills	**38%**	**44%**	**25%**	**46%**	**14%**	**19%**
Develop occupational and workplace skills	**22%**	**26%**	**46%**	**57%**	**46%**	**37%**
Effectively solve problems	31%	36%	29%	53%	31%	24%
Write clearly and concisely	**37%**	**38%**	**23%**	**40%**	**15%**	**26%**
Develop awareness of ethical issues	**34%**	**33%**	**28%**	**53%**	**15%**	**25%**
Appreciate own/other cultures	**34%**	**30%**	**30%**	**70%**	**15%**	**30%**
Prepare for advanced study	**30%**	**33%**	**27%**	**49%**	**16%**	**21%**
Develop decision-making skills	25%	29%	30%	55%	25%	27%
Develop leadership skills	27%	27%	30%	59%	24%	26%
Speak effectively	**29%**	**31%**	**24%**	**45%**	**17%**	**29%**
Develop interpersonal skills	24%	27%	30%	51%	18%	33%
Develop computer skills	**17%**	**23%**	**25%**	**43%**	**9%**	**29%**
Develop mathematical skills	**15%**	**19%**	**24%**	**37%**	**26%**	**11%**
Resolve conflicts	19%	18%	22%	47%	17%	23%
Appreciate the arts and literature	**22%**	**16%**	**16%**	**37%**	**11%**	**20%**

Note: Bolded percentages indicate a statistically significant difference between groups.

6.7 Impact by Aboriginal and non-Aboriginal respondents

Aboriginal respondents are more likely than non-Aboriginal respondents to say their post-secondary experiences helped them to a great extent for each of the aspects tested. However, the difference between groups is only statistically significant for the extent to which their education helped them *appreciate their own or other cultures*, where Aboriginal respondents are almost twice as likely to say their education helped them to a great extent.

Table 31: Profile of respondents, by Aboriginal status, who rate post-secondary experience as helping to a great extent

	Non-Aboriginal (n = 4,471)	Aboriginal (n = 461)
Learn independently	42%	53%
Think critically	38%	47%
Develop research skills	33%	43%
Develop occupational and workplace skills	32%	47%
Effectively solve problems	31%	39%
Write clearly and concisely	31%	39%
Develop awareness of ethical issues	29%	44%
Appreciate own/other cultures	**28%**	**52%**
Prepare for advanced study	28%	39%
Develop decision-making skills	27%	41%
Develop leadership skills	26%	44%
Speak effectively	27%	36%
Develop interpersonal skills	26%	40%
Develop computer skills	21%	31%
Develop mathematical skills	20%	24%
Resolve conflicts	18%	31%
Appreciate the arts and literature	16%	30%

Note: Bolded percentages indicate a statistically significant difference between groups.

6.8 Impact by program

Table 32 shows that respondents' perception of the extent to which their post-secondary studies helped them varies by program. Results show the following:

- Respondents who graduated from a PhD or Doctorate program are most likely to say their post-secondary experiences helped them to a great extent to *learn independently*, *think critically*, *effectively solve problems*, *develop awareness of ethical issues*, *prepare for advanced study*, *develop decision-making skills*, *develop leadership skills*, *speak effectively*, *develop interpersonal skills*, and *resolve conflicts*.
- Respondents who completed a Master's Degree are most likely to say their experiences helped them *develop research skills* to a great extent.
- Respondents who graduated from a certificate or diploma program are most likely to say their post-secondary experiences helped them to a great extent to *appreciate their own or other cultures*. They are least likely to say their experiences helped them to a great extent with *effectively solving problems*.
- Respondents who graduated from journeyperson programs are least likely to say their post-secondary experiences helped them to a great extent for 12 of the 17 areas and ties for the lowest proportion with respondents who completed a Bachelor's Degree in two other areas (*develop decision-making skills* and *resolve conflicts*). However, they are most likely to say their post-secondary experiences helped them to a great extent with *developing math skills* and *developing occupational and workplace skills*.

Table 32: Profile of respondents, by program, who rate post-secondary studies as helping to a great extent

	% rating to a great extent (rating of 5 out of 5)				
	Certificate or diploma (n = 1,919)	Journeyperson (n = 473)	Bachelor's Degree (n = 2,013)	Master's Degree (n = 438)	PhD or Doctorate (n = 135)
Learn independently	**43%**	**30%**	**43%**	**55%**	**60%**
Think critically	**34%**	**27%**	**41%**	**50%**	**61%**
Develop research skills	**26%**	**14%**	**37%**	**61%**	**53%**
Develop occupational and workplace skills	**43%**	**46%**	**23%**	**25%**	**41%**
Effectively solve problems	29%	31%	31%	41%	56%
Write clearly and concisely	**25%**	**15%**	**36%**	**46%**	**46%**
Develop awareness of ethical issues	**29%**	**15%**	**33%**	**37%**	**41%**
Appreciate own/other cultures	**34%**	**15%**	**31%**	**31%**	**34%**
Prepare for advanced study	**28%**	**16%**	**28%**	**43%**	**47%**
Develop decision-making skills	30%	25%	25%	32%	49%
Develop leadership skills	30%	24%	25%	32%	37%
Speak effectively	**26%**	**17%**	**28%**	**38%**	**39%**
Develop interpersonal skills	31%	18%	25%	25%	35%
Develop computer skills	**26%**	**9%**	**19%**	**26%**	**26%**
Develop mathematical skills	22%	26%	18%	16%	23%
Resolve conflicts	23%	17%	17%	18%	29%
Appreciate the arts and literature	**17%**	**11%**	**18%**	**18%**	**16%**

Note: Bolded percentages indicate a statistically significant difference between groups.

7 Financing of Post-Secondary Education

7.1 Sources of financing
7.2 Use of government student loans
7.3 Scholarships, grants and/or bursaries
7.4 Employment during program
7.5 Debt
7.6 Value for money

7.0 Financing of post-secondary education

This section summarizes questions related to how respondents financed their post-secondary education, the debt they incurred and repayment of this debt, and how they perceive the value of the cost of their education.

7.1 Sources of financing

Respondents used many sources to finance their post-secondary education. Among the sources shown in Table 33, respondents relied on approximately five sources on average to support the costs of their post-secondary education. Among the various sources:

- Respondents indicate they most often finance their education through their own sources, including *employment earnings* (71%) and *personal savings* (68%). *Parents* (60%) also provide a source of support to many respondents.
- Alternative sources of financing that result in debt are also very common, including *Canada or Saskatchewan government student loans* (37%), *credit cards* (36%), or *bank loans or lines of credit* (33%). In fact, 64% of respondents report relying on at least one of these sources to support their post-secondary education.
- *Sponsorship by First Nation band or Aboriginal funding program* (6%) and *Workers' Compensation* (2%) are the least likely sources of funding, which is likely due to eligibility criteria for using these sources.

Table 33: Sources of financing
Q59. Have you ever used any of the following sources to support the costs of your post-secondary education, including the program you graduated from in 2009–10 and any other post-secondary programs or courses you may have taken?
Q60. Did you receive any financing from any other source not already mentioned?

	2009–10 graduates (n = 4,978)
Employment earnings during program of study, including summer jobs	71%
Personal savings	68%
Parents	60%
Government scholarships, grants, or bursaries	39%
Canada or Saskatchewan Government Student loans	37%
Credit cards	36%
Non-Government scholarships, grants, or bursaries	35%
Bank loans or bank lines of credit	33%
Grandparents, spouse/partner, friends, or relatives	24%
Employment Insurance	15%
Sponsorship by an employer	13%
Research or teaching assistantships	13%
RESP/RRSPs	13%
Sponsorship by a First Nation band or Aboriginal funding program	6%
Workers' Compensation	2%
Other source	3%

Note: Respondents could choose more than one response. Therefore, column will sum to more than 100%.

7.1.1 Sources of financing by institution

Results in Table 34 show that how respondents financed their education differed by institution. Most notably:

- Financing among University of Regina and University of Saskatchewan graduates tends to be similar, as these graduates indicate more reliance on *employment earnings, parents, government student loans, credit cards, non-government scholarships, grants or bursaries*, and *research or teaching assistantships.*
- SIIT graduates are least likely to rely on almost all of the sources tested and most likely to rely on *sponsorship by First Nation band or Aboriginal funding programs.*
- SATCC graduates rely more often on *employment insurance* and *sponsorship by an employer* than graduates from other institutions.
- SIAST and private vocational school graduates do not appear to rely more heavily on any single source of financing compared to graduates from other institutions.

Table 34: Sources of financing by institution

	U of R (n = 1,025)	U of S (n = 1,782)	SIAST (n = 1,338)	SIIT (n = 60)	SATCC (n = 473)	PVS (n = 300)
Employment earnings during program	**86%**	**84%**	**57%**	**33%**	**50%**	**42%**
Personal savings	**73%**	**75%**	**62%**	**25%**	**66%**	**48%**
Parents	**71%**	**71%**	**47%**	**20%**	**39%**	**46%**
Government scholarships, grants, or bursaries	**38%**	**49%**	**28%**	**22%**	**48%**	**25%**
Government student loans	**35%**	**47%**	**33%**	**27%**	**18%**	**37%**
Credit cards	**41%**	**43%**	**29%**	**12%**	**33%**	**23%**
Non-government scholarships, grants, or bursaries	**44%**	**49%**	**23%**	**17%**	**11%**	**12%**
Bank Loans or Bank Lines of Credit	33%	39%	28%	12%	24%	27%
Grandparents, spouse/partner, friends, or relatives	24%	28%	22%	18%	19%	18%
Employment Insurance	**4%**	**3%**	**17%**	**17%**	**71%**	**17%**
Sponsorship by an employer	**17%**	**10%**	**11%**	**5%**	**32%**	**3%**
Research or teaching assistantships	**19%**	**22%**	**3%**	**3%**	**2%**	**2%**
RESP/RRSPs	14%	17%	10%	5%	6%	8%
Sponsorship by a First Nation band or Aboriginal funding program	**6%**	**4%**	**8%**	**78%**	**3%**	**7%**
Workers' Compensation	1%	1%	1%	-	2%	4%
Other source	2%	3%	4%	12%	4%	4%

Note: Respondents could choose more than one response. Therefore, columns will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.1.2 Sources of financing by Aboriginal or non-Aboriginal respondents

Non-Aboriginal respondents were more (or equally) likely than Aboriginal respondents to draw on each of the sources tested, with the exception of *sponsorship by a First Nation band or Aboriginal funding program*. See Table 35 for complete results.

Table 35: Sources of financing by Aboriginal or non-Aboriginal respondents

	Non-Aboriginal (n = 4,471)	Aboriginal (n = 461)
Employment earnings during program of study, including summer jobs	73%	50%
Personal savings	**71%**	**39%**
Parents	**63%**	**32%**
Government scholarships, grants, or bursaries	40%	30%
Canada or Saskatchewan Government student loans	37%	38%
Credit cards	37%	26%
Non-Government scholarships, grants, or bursaries	36%	24%
Bank loans or bank lines of credit	34%	21%
Grandparents, spouse/partner, friends, or relatives	25%	21%
Employment Insurance	14%	16%
Sponsorship by an employer	13%	13%
Research or teaching assistantships	14%	8%
RESP/RRSPs	14%	5%
Sponsorship by a First Nation band or Aboriginal funding program	**1%**	**61%**
Workers' Compensation	2%	1%
Other source	4%	3%

Note: Respondents could choose more than one response. Therefore, columns will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.1.3 Source of funding by gender

Generally, female and male respondents appear to finance their post-secondary education similarly, with the exception of *employment insurance*, where males are about three and a half times more likely to rely on it than females.

Table 36: Sources of financing by gender

	Female (n = 2,117)	Male (n = 2,855)
Employment earnings during program of study, including summer jobs	73%	68%
Personal savings	65%	71%
Parents	59%	60%
Government scholarships, grants, or bursaries	40%	38%
Canada or Saskatchewan Government student loans	42%	32%
Credit cards	37%	35%
Non-Government scholarships, grants, or bursaries	37%	31%
Bank loans or bank lines of credit	34%	31%
Grandparents, spouse/partner, friends, or relatives	26%	22%
Employment Insurance	**7%**	**25%**
Sponsorship by an employer	13%	15%
Research or teaching assistantships	12%	15%
RESP/RRSPs	13%	12%
Sponsorship by a First Nation band or Aboriginal funding program	7%	6%
Workers' Compensation	1%	3%
Other source	3%	3%

Note: Respondents could choose more than one response. Therefore, columns will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.1.4 Source of funding by age

Age appears to play a role in how respondents finance their education. Specifically, Table 37 shows the following:

- The use of two sources: *employment insurance* and *sponsorship by an employer* consistently increases with age.
- *Scholarships, grants, or bursaries*, either *government* or *non-government*, were used more often among respondents 23 to 29, as were *employment earnings*.
- Respondents under 30 are most likely to indicate reliance on *parents*.

Table 37: Sources of financing by age

	22 and younger (n = 788)	23 to 24 (n = 1,125)	25 to 29 (n = 1,370)	30 to 39 (n = 895)	40 and older (n = 718)
Employment earnings during program of study, including summer jobs	**60%**	**83%**	**79%**	**66%**	**55%**
Personal savings	64%	74%	71%	65%	61%
Parents	**66%**	**77%**	**70%**	**44%**	**27%**
Government scholarships, grants, or bursaries	**29%**	**47%**	**44%**	**40%**	**29%**
Canada or Saskatchewan Government student loans	31%	35%	43%	43%	31%
Credit cards	29%	37%	43%	40%	27%
Non-Government scholarships, grants, or bursaries	**33%**	**47%**	**38%**	**31%**	**17%**
Bank loans or bank lines of credit	29%	34%	40%	33%	19%
Grandparents, spouse/partner, friends, or relatives	19%	23%	26%	28%	23%
Employment Insurance	9%	10%	14%	20%	21%
Sponsorship by an employer	**3%**	**7%**	**10%**	**21%**	**31%**
Research or teaching assistantships	**3%**	**11%**	**18%**	**19%**	**9%**
RESP/RRSPs	13%	20%	13%	7%	8%
Sponsorship by a First Nation band or Aboriginal funding program	6%	3%	5%	9%	11%
Workers' Compensation	1%	1%	2%	2%	2%
Other source	3%	2%	3%	5%	5%

Note: Respondents could choose more than one response. Therefore, columns will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.1.5 Source of funding by program

Financing varies by the type of program. Examining results in Table 38 shows the following:

- Certificate and diploma respondents are most likely to report reliance on *sponsorship by a First Nation band or Aboriginal funding program*. They are least likely to report relying on *personal savings, government scholarships, grants or bursaries* and *credit cards*.
- Journeypersons are most likely to report reliance on *employment insurance* and *sponsorship by an employer*.
- Respondents who graduated with a Bachelor's degree are most likely to rely on *employment earnings, parents*, and *RESPs/RRSPs*.
- PhD or Doctorate respondents are most likely to report relying on many of the sources tested. Because most have previous education, their financing may have changed as they progressed through their studies, giving them more opportunities to draw from each of these sources. Most notably, PhD and Doctorate graduates rely much more often on *research or teaching assistantships, non-government or government scholarships, grants or bursaries, bank loans or lines of credit, credit cards*, and *Canada or Saskatchewan government student loans* than graduates in other programs

Table 38: Sources of financing by program

	Certificate or diploma (n = 1,919)	Journeyperson (n = 473)	Bachelor's Degree (n = 2,013)	Master's Degree (n = 438)	PhD or Doctorate (n = 135)
Employment earnings during program of study, including summer jobs	**54%**	**50%**	**89%**	**80%**	**79%**
Personal savings	**58%**	**66%**	**74%**	**78%**	**82%**
Parents	**46%**	**39%**	**76%**	**62%**	**64%**
Government scholarships, grants, or bursaries	**27%**	**48%**	**47%**	**41%**	**67%**
Canada or Saskatchewan Government student loans	**33%**	**18%**	**45%**	**36%**	**59%**
Credit cards	**27%**	**33%**	**44%**	**40%**	**48%**
Non-Government scholarships, grants, or bursaries	**22%**	**11%**	**48%**	**49%**	**67%**
Bank loans or bank lines of credit	**26%**	**24%**	**39%**	**33%**	**56%**
Grandparents, spouse/partner, friends, or relatives	21%	19%	26%	31%	37%
Employment Insurance	**15%**	**71%**	**3%**	**6%**	**6%**
Sponsorship by an employer	**13%**	**32%**	**7%**	**27%**	**5%**
Research or teaching assistantships	**3%**	**2%**	**15%**	**47%**	**56%**
RESP/RRSPs	9%	6%	19%	11%	12%
Sponsorship by a First Nation band or Aboriginal funding program	10%	3%	4%	4%	3%
Workers' Compensation	2%	2%	2%	1%	1%
Other source	5%	4%	2%	3%	4%

Note: Respondents could choose more than one response. Therefore, columns will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.1.6 Source of funding by year

Respondents who graduated in 2009-10 were more likely than those who graduated in 2004-05 to draw on most of the sources of financing. Specifically, there is a 10% or greater difference receiving financing from the following sources:

- *Employment earnings* (71% versus 55%)
- *Personal savings* (68% versus 54%)
- *Parents, grandparents, spouse/partner, friends or relatives* (66% versus 53%)
- *Government scholarships, grants or bursaries* (39% versus 27%)
- *Credit cards* (36% versus 22%)
- *Non-government scholarships, grants or bursaries* (35% versus 22%)

Among all sources of financing, only two were used by a lower proportion of respondents when comparing 2009-10 respondents to 2004-05. These included *government student loans* (37% versus 41%) and *employment insurance* (15% versus 17%).

Table 39: Sources of financing by year

	2009–10 graduates (n = 4,978)	2004-05 graduates (n = 5,838)
Employment earnings during program of study, including summer jobs	**71%**	**55%**
Personal savings	68%	54%
Parents, grandparents, spouse/partner, friends or relatives	**66%**	**53%**
Government scholarships, grants, or bursaries	39%	27%
Canada or Saskatchewan Government Student loans	37%	41%
Credit cards	**36%**	**22%**
Non-Government scholarships, grants, or bursaries	35%	22%
Bank loans or bank lines of credit	33%	29%
Employment Insurance	15%	17%
Sponsorship by an employer	13%	10%
Research or teaching assistantships	13%	8%
RESP/RRSPs	13%	7%
Sponsorship by a First Nation band or Aboriginal funding program	6%	6%
Workers' Compensation	2%	2%
Other source	3%	4%

Note: Respondents could choose more than one response. Therefore, column will sum to more than 100%.
Note: Bolded percentages indicate a statistically significant difference between groups.

7.2 Use of government student loans

As indicated, 37% of respondents used government student loans to finance their education. Among the 63% of respondents who did not use government student loans, 7% of them (5% of all respondents) say they applied for a government student loan, but did not receive one.

Table 40 shows the main reasons these respondents did not receive a government student loan was related to their financial situation.

Of those who applied but did not receive a student loan, about 7 in 10 appear to have had their loan application denied because *their parents' income was too high* (43%), *they had too many assets* (12%), *their income was too high* (10%), or *their spouse's income was too high* (7%). Although this group accounts for the largest proportion of those who applied but did not receive a student loan, overall, this group accounts for just 3% of respondents.

Table 40: Government student loans
Q64. At any time when taking your post-secondary studies, did you apply for a government student loan?
Q65. What is the main reason you did not receive a government student loan?

	2009–10 graduates who applied for government student loans but did not receive one (n = 226)
Parents' income too high	43%
Assets too high	12%
Your income was too high	10%
Spouse's income was too high	7%
Decided not to take it	6%
Didn't meet residency requirements	3%
Not taking 60% of the course load/part-time student	1%
Program did not qualify for government student loans	1%
Poor credit rating	1%
Other	6%

Among those who indicated that they did not receive government student loans to support their education, 92% (58% of all respondents) said they never applied for a student loan. Among the reasons respondents gave for not applying for a student loan, the most common reason was that they felt they *did not need one* (69%), while 14% say they thought they *would not qualify*. See Table 41.

Table 41: Did not apply for student loan
Q64. At any time when taking your post-secondary studies, did you apply for a government student loan?
Q66. What is the main reason you have not applied for a government student loan?

	2009–10 graduates who never applied for government student loans (n = 2,873)
Did not need one	69%
Thought they would not qualify	14%
On principle (not willing to go into debt to pay for school)	4%
Prefer to borrow elsewhere	3%
Didn't meet residency requirements	2%
Program did not qualify for government student loans	2%
Didn't know how to apply	2%
Application process is too cumbersome/confusing	1%
Not able to borrow enough	<1%
Other	1%

Although respondents who said they *did not need* a government student loan are no more likely to rely on any of the sources shown in Table 33 than respondents overall, they are much less likely to rely on *credit cards* (26%) and *bank loans* (14%).

7.3 Scholarships, grants and/or bursaries

Over the course of their post-secondary studies, 56% of respondents report receiving scholarships, grants and/or bursaries from either government or non-government sources. Among this 56%, the typical respondent received about $9,600 in scholarships, grants and/or bursaries in total - from either from government or non-government sources.

The 39% of respondents who received government scholarships, grants and/or bursaries, received $7,860 on average. The 35% who received non-government scholarships, grants and/or bursaries received $7,269 on average. While the average is high for each of these sources, the median amounts ($4,000 for government and $3,000 for non-government scholarships, grants, and/or bursaries) are much lower.

Almost half of respondents who received scholarships, grants and/or bursaries of any kind report receiving less than $5,000 over the course of their post-secondary studies. As shown in Table 43 on the next page, the average amount is likely affected by graduate students, whose average amount received is much higher than other respondents.

Table 42: Amount received in scholarships, grants and/or bursaries
Q74. Over your entire post-secondary experience, how much did you receive in scholarships, grants, and/or bursaries during your post-secondary studies from...

	2009–10 graduates		
	All scholarships, grants and/or bursaries (n = 2,773)	Government scholarships, grants and/or bursaries (n = 1,952)	Non-government scholarships, grants and/or bursaries (n = 1,724)
Less than $1,000	9%	7%	15%
$1,000 to $2,499	18%	18%	21%
$2,500 to $4,999	19%	20%	14%
$5,000 to $9,999	15%	14%	13%
$10,000 to $19,999	11%	9%	8%
$20,000 or more	11%	7%	8%
Average	$9,596	$7,860	$7,269
Median	$4,000	$4,000	$3,000

Examining the average amount those respondents who relied on scholarships, grants, and/or bursaries received shows the following:

- University of Saskatchewan graduates received the most in scholarships, grants, or bursaries (about $14,000 on average), while SATCC graduates received the least on average (about $3,700).
- PhD or Doctorate graduates received about $39,900, while Master's graduates received about $23,050 on average. This compares to $8,568 for a Bachelor's Degree, $4,647 for a certificate or diploma, and $3,685 for a journeyperson.

- Age appears to play a role in the average amount of scholarships, grants and/or bursaries received; as age increases, respondents received more in scholarships, grants, or bursaries, at least up until the age of 40. This is likely due to the fact that respondents were asked to report their total scholarships, grants, or bursaries over the course of their post-secondary education. Since older respondents are more likely to have taken other post-secondary education before their program, this likely accounts for most of this difference.
- Respondents who self-identified as being a member of a visible minority received more, on average, than those who did not self-identify — about $14,800 compared to $9,200 - over the course of respondents' studies.

Table 43: Profile of average amount received in scholarships, grants, or bursaries

	2009-10 graduates who received government or non-government scholarships, grants and/or bursaries (n = 2,773)
Overall average	$9,596
Program	
Certificate or diploma	**$4,647**
Journeyperson	**$3,685**
Bachelor's Degree	**$8,568**
Master's Degree	**$23,052**
PhD or Doctorate	**$39,901**
Institution	
University of Regina	**$9,118**
University of Saskatchewan	**$13,956**
SIAST	**$4,115**
SIIT	**$8,516**
SATCC	**$3,685**
Private vocational schools	**$5,215**
Aboriginal	
Yes	**$10,390**
No	**$9,535**
Age	
22 and younger	**$4,786**
23 to 24	**$7,414**
25 to 29	**$12,017**
30 to 39	**$13,674**
40 and older	**$8,440**
Visible minority	
Yes	**$14,825**
No	**$9,196**

Note: Bolded amounts indicate a statistically significant difference between groups.

7.4 Employment during program

Among all respondents, almost 6 in 10 respondents (57%) report that they were employed while taking their program (excluding course-related employment and summer positions). Table 44 shows the following:

- Respondents were more likely to work during their program when they were registered in a Bachelor's (72%) or Master's program (65%). They were least likely to work while taking their journeyperson (30%) or PhD or Doctorate (32%) program.
- The frequency of PhD or Doctorate respondents working during program likely explains why University of Saskatchewan (63%) respondents are less likely to report working than University of Regina (80%) graduates, since the majority of PhD or Doctorate respondents graduated from the University of Saskatchewan.
- At 8 in 10, University of Regina respondents were most likely to work during their program, while at about 1 in 4, SIIT respondents were least likely. These results align with how respondents from each institution financed their education as shown in Table 34.
- Women (65%) were more likely than men (47%) to work during their program.

There is no statistical or practical difference among age groups and the proportion who report working during their program, as at least 46% of respondents in each age group reported working during their program.

Table 44: Profile of employment during program
Q61. Were you employed while taking your program, not including course related employment (i.e., indentured employment, internships, co-op jobs, etc.) or summer positions?

	2009-10 graduates (n = 4,978)
Overall	57%
Program	
Certificate or diploma	**48%**
Journeyperson	**30%**
Bachelor's Degree	**72%**
Master's Degree	**65%**
PhD or Doctorate	**32%**
Institution	
University of Regina	**80%**
University of Saskatchewan	**63%**
SIAST	**46%**
SIIT	**23%**
SATCC	**30%**
Private vocational schools	**40%**
Gender	
Female	**65%**
Male	**47%**
Aboriginal	
Yes	45%
No	58%

Note: Bolded percentages indicate a statistically significant difference between groups.

Among the 57% who report working during their program, of the five most mentioned reasons, three were related to money, either to have money to *support their studies* (33%), *support their lifestyle* (27%), or *reduce the amount of debt accumulated during their studies* (5%). See Table 45 for a complete summary of results.

Table 45: Main reason for being employed during program
Q63. What was the main reason why you were employed during your program?

	2009–10 graduates who were employed during their program (n = 2,839)
Needed funds to support studies	33%
Needed funds to support lifestyle	27%
Needed to maintain an ongoing position in a job	15%
Wanted to build CV or resume	6%
Wanted to reduce the amount of debt accumulated	5%
Didn't get enough funding through student loans	4%
Had extra time	1%
Part of the course/apprenticeship/co-op	1%
Support family	2%
Wanted to work	<1%
Couldn't get into the classes I wanted, so had extra time	<1%
Didn't want to take out a loan	<1%
Other	6%

Among the 57% who worked during their program, the majority (52%) report working between 10 to 29 hours. A small proportion (11%) report working less than 10 hours per week, while about 1 in 3 report working full-time hours, that is, 30 hours a week or more.

Table 46: Hours employed during their program
Q62. On average, how many hours a week were you employed during your program, not including course-related employment (i.e., indentured work, internships, co-op jobs, etc.) or summer positions?

	2009–10 graduates who were employed during their program (n = 2,839)
Less than 10	11%
10 to 19	25%
20 to 29	26%
30 to 39	12%
40 or more	20%
Average hours per week	23.5 hours
Median hours per week	20.0 hours

The average number of hours respondents worked during their program is not in line with the proportion who report working. For example, SATCC graduates who were employed worked the most hours, on average, but were second least likely to report working during their program. In addition, the proportion of respondents who report working varied little by age group but, as seen in Table 47, the older a respondent is, the more hours on average they worked.

Respondents who completed a Bachelor's degree were most likely to work, but worked fewer hours on average relative to respondents in other programs (with the exception of PhD or Doctorate respondents).

Table 47: Profile of total hours worked per week during program

	2009–10 graduates who were employed during their program (n = 2,839)
Average	23.5 hours
Program	
Certificate or diploma	**25.3 hours**
Journeyperson	**30.0 hours**
Bachelor's Degree	**20.3 hours**
Master's Degree	**31.1 hours**
PhD or Doctorate	**18.6 hours**
Institution	
University of Regina	**26.3 hours**
University of Saskatchewan	**21.1 hours**
SIAST	**23.6 hours**
SIIT	**17.2 hours**
SATCC	**30.0 hours**
Private vocational schools	**18.5 hours**
Aboriginal	
Yes	25.9 hours
No	23.3 hours
Age	
22 and younger	**18.7 hours**
23 to 24	**19.3 hours**
25 to 29	**21.4 hours**
30 to 39	**27.9 hours**
40 and older	**32.6 hours**

Note: Bolded results indicate a statistically significant difference between groups.

When examining reasons given for working during their program, a few noticeable differences are observed:

- Among institutions, the main difference is among SATCC graduates, who are most likely to say they worked to *maintain an ongoing position in a job* — 36% of SATCC graduates were employed compared to 10% to 21% among graduates in other institutions.
- By age, the older a respondent is, the less likely they are to say they worked to *support their lifestyle*, dropping from 46% among those 22 and younger to 15% among those 40 and older. Conversely, the older a graduate is, the more likely they are to say they worked to *maintain an ongoing position in a job* — rising from 5% of those 22 and younger to 43% of those 40 and older.
- By program, PhD or Doctorate graduates are most likely to say they worked to *build their CV or resume* (14% compared to 1% to 10% of graduates from other programs) or *reduce the amount of debt accumulated* (16% compared to 2% to 6% of graduates from other programs). Graduates from Bachelor's programs (4%) are much less likely than graduates from other programs to say they worked to *maintain an on-going position*, especially compared to those who graduated from a journeyperson (36%) or Master's (31%) program.

7.5 Debt

Table 48 provides a summary of respondents about debt respondents incurred from their post-secondary education. Further detail is provided in the following sections.

Table 48: Summary of respondents' debt

	2009–10 graduates (n = 4,978)	
	Mean debt (all respondents)	Mean debt (respondents reporting this type of debt)
Total debt		
From all post-secondary programs	$12,499	$26,576
From 2009-10 program	$8,305	$20,426
Total government student loan debt		
From all post-secondary programs	$6,261	$22,600
From 2009-10 program	$5,047	$20,684
Current debt	$4,101	$20,588
Total debt from financial institutions		
From all post-secondary programs	$4,630	$20,646
Current debt	$3,221	$20,552

Note: Respondents gave their total debt to date. Debt from student-loans and financial institutions will not sum to total debt.

7.5.1 Profile of debt compared to 2004-05 respondents

Comparing the debt levels of respondents who graduated in 2009-10 and were surveyed in 2011-12 to those who graduated in 2004-05 and surveyed in 2006-07 shows the following:

- The average debt level of respondents who graduated in 2009-10 who reported debt ($26,576) is about 11% higher (in 2011 dollars) than 2004-05 graduates who reported debt from their post-secondary education ($23,897).[19]
- The amount respondents owed for government student loans (among those reporting this type of debt) is up about 4% for respondents who graduated in 2009-10 ($22,600) compared to 2004-05 ($21,587).
- The amount respondents report owing to financial institutions is up about 38% for respondents who graduated in 2009-10 respondents compared to respondents who graduated in 2004-05.
- The average debt from their post-secondary studies per respondent who graduated in 2009-10 ($12,499) is up about 7% compared to those who graduated in 2004-05 ($11,670).

See Table 49 for complete results.

Table 49: Summary of respondents' debt for respondents reporting this type of debt (shown in 2011 dollars)

	Mean debt	
	2009–10 graduates (n = 4,978)	2004-05 graduates (n = 5,838)
Total debt*		
From all post-secondary programs	$26,576	$23,897
Total government student loan debt		
From all post-secondary programs	$22,600	$21,587
Current debt	$20,588	$17,295
Total debt from financial institutions		
From all post-secondary programs	$20,646	$14,939
Current debt	$20,552	$15,443

* In the survey of 2004-05 graduates, respondents were not asked their total debt. Rather, total debt was a calculated based on respondents' debt reported from government student loans and financial institutions.
Note: Results are shown in 2011 dollars.

19 In part, this difference may be due to how debt from post-secondary education was calculated for 2004-05 graduates. For the survey of 2009-10 graduates, respondents were asked for their total debt from all post-secondary education. For the survey of 2004-05 graduates, respondents were asked only for debt from government student loans and financial institutions and these two sources

7.5.2 Total debt from post-secondary programs

Slightly more than 4 in 10 respondents (44%) report some debt from their entire post-secondary education. Of the 44% with debt, on average, respondents took on $26,576.

Slightly less than 4 in 10 respondents (37%) took on debt from their 2009-10 program only. Among this 37%, the average debt from their 2009-10 program was about $20,426. Among respondents reporting debt, debt from their 2009-10 program accounts for about 72% of their total debt.

Table 50: Total debt from post-secondary program
Q67A. When you completed your program, how much did you owe to support the costs of your post-secondary education? Please include the program you graduated from in 2009-10 and any other post-secondary programs or courses you may have taken.
Q67B. How much of this debt was from your <PROGRAM >?

	2009–10 graduates (n = 4,978)	
	All debt from post-secondary	Debt from program
None	50%	54%
$1 to $4,999	4%	6%
$5,000 to $9,999	6%	7%
$10,000 to $19,999	11%	10%
$20,000 to $29,999	7%	6%
$30,000 to $39,999	6%	4%
$40,000 to $49,999	4%	3%
$50,000 or more	6%	2%
Mean (all respondents)	$12,499	$8,305
Mean (respondents reporting debt)	$26,576	$20,426

Examining the debt respondents incurred from their program shows:

- University of Saskatchewan graduates incur the most debt compared to graduates from other institutions. Among all respondents, the average University of Saskatchewan graduate's debt related to his or her program is about $14,250. This is almost double the institution with the second highest average debt level per student (University of Regina at about $8,350 per student). The high amount of debt that University of Saskatchewan graduates incur from their program can be traced largely to PhD or Doctorate respondents who incurred $50,752 in debt on average
- SATCC graduates have the lowest average debt amount per student at just $1,000 per student.
- Respondents' debt levels from their program appear to be much higher for those in their late-twenties relative to other age cohorts.
- There is very little difference in the average debt levels by gender or Aboriginal status.

Among all groups, when only those who report having any debt are considered, the average debt level typically doubles or triples.

Table 51: Profile of debt from program		
	2009–10 graduates	
	All graduates (n = 4,978)	Those reporting debt (n = 1,850)
Average	$8,305	$20,426
Program		
Certificate or diploma	**$3,736**	**$10,807**
Journeyperson	**$1,030**	**$6,058**
Bachelor's Degree	**$12,280**	**$22,992**
Master's Degree	**$4,458**	**$16,527**
PhD or Doctorate	**$50,752**	**$82,138**
Institution		
University of Regina	**$8,353**	**$20,904**
University of Saskatchewan	**$14,249**	**$28,255**
SIAST	**$3,767**	**$10,282**
SIIT	**$3,186**	**$16,509**
SATCC	**$1,030**	**$6,058**
Private vocational schools	**$5,421**	**$12,013**
Gender		
Female	$9,089	$20,504
Male	$7,283	$20,333
Aboriginal		
Yes	$6,706	$22,110
No	$8,452	$20,226
Age		
22 and younger	**$4,816**	**$11,195**
23 to 24	**$7,840**	**$18,600**
25 to 29	**$12,912**	**$25,051**
30 to 39	**$8,999**	**$24,335**
40 and older	**$3,476**	**$16,816**
Note: Bolded results indicate a statistically significant difference between groups.		

7.5.3 Government student loan debt

At the end of their 2009–10 program, about 1 in 4 respondents (26%) report having government student loan debt. Of those with government student loan debt, respondents report about $22,600 in debt, of which, their 2009-10 program accounts for approximately 92%.

Approximately two years after graduating, the proportion of respondents reporting government student loan debt falls from 26% to 18%, indicating that approximately 30% (8% of all respondents) were able to repay it within two years after graduating. When examining the overall debt loads among all respondents, the average debt decreased by about 35% (from about $6,260 to $4,101) from when respondents graduated to when they were surveyed.

Table 52: Government student loan debt levels
Q67. When you completed your program how much did you owe in government student loans? This includes government loans for the program in which you completed in 2009-10 as well as other post-secondary education you may have taken.
Q67A2. How much of this debt was from your <PROGRAM >?
Q70. Right now, how much do you owe to government student loan programs?

	2009–10 graduates (n = 4,978)		
	All government student loan debt from post-secondary	Government student loan debt from program	Current government student loan debt
None	69%	71%	74%
$1 to $4,999	2%	2%	2%
$5,000 to $9,999	4%	4%	3%
$10,000 to $19,999	6%	6%	5%
$20,000 to $29,999	5%	5%	4%
$30,000 to $39,999	4%	3%	2%
$40,000 to $49,999	2%	2%	1%
$50,000 or more	2%	1%	1%
Mean (all respondents)	$6,261	$5,047	$4,101
Mean (respondents reporting debt)	$22,600	$20,684	$20,588

Government-student loan debt incurred from respondents' program (Table 53) is very similar to the total debt respondents incurred from their program (Table 51).

Table 53: Profile of government student loan debt from program

	2009–10 graduates	
	All graduates (n = 4,978)	**Those with government student loan debt (n = 1,143)**
Average	$5,047	$20,684
Program		
Certificate or diploma	**$2,122**	**$11,498**
Journeyperson	**$478**	**$9,886**
Bachelor's Degree	**$8,603**	**$23,525**
Master's Degree	**$1,740**	**$20,883**
PhD or Doctorate	**$19,308**	**$42,277**
Institution		
University of Regina	**$5,076**	**$22,612**
University of Saskatchewan	**$8,891**	**$25,361**
SIAST	**$2,019**	**$10,760**
SIIT	**$2,905**	**$23,657**
SATCC	**$478**	**$9,886**
Private vocational schools	**$3,065**	**$11,638**
Gender		
Female	**$5,784**	$21,289
Male	**$4,093**	$19,678
Aboriginal		
Yes	$4,570	$21,407
No	$5,102	$20,569
Age		
22 and younger	**$2,609**	**$11,840**
23 to 24	**$5,277**	**$19,181**
25 to 29	**$7,820**	**$23,352**
30 to 39	**$5,602**	**$25,561**
40 and older	**$1,682**	**$18,744**

Note: Bolded results indicate a statistically significant difference between groups.

7.5.4 Repaying government student loans

Of the 26% of respondents who report relying on government student loans to support their post-secondary education, 28% (8% of all respondents) said they have experienced difficulties repaying them. As might be expected, those who report having trouble had about 50% more government student loan debt than those who reported not having trouble — $27,173 versus $18,657.

The proportion of respondents who report difficulty repaying their government student does not align with their average debt levels (shown in Table 53). For instance:

- University of Saskatchewan graduates had the highest average government student loan debt (and total debt), but the proportion reporting difficulty repaying their debt is lower than most other institutions (except than SATCC and SIAST).
- Those 25 to 29 had the highest debt levels, but report less difficulty repaying their debt than those 30 and older.
- Master's graduates had the second lowest average student-loan debt from their program, but were the most likely to report difficulty repaying their government student loans.[20]

Table 54: Profile of those who have experienced difficulty repaying government student loans
Q72. Have you experienced any difficulties in repaying your government student loans?

	2009–10 graduates with government student loans (n = 1,442)
Overall	28%
Program	
Certificate or diploma	24%
Journeyperson	20%
Bachelor's Degree	30%
Master's Degree	42%
PhD or Doctorate	29%
Institution	
University of Regina	**39%**
University of Saskatchewan	**27%**
SIAST	**21%**
SIIT	**63%**
SATCC	**20%**
Private vocational schools	**33%**
Aboriginal	
Yes	44%
No	27%
Age	
22 and younger	19%
23 to 24	21%
25 to 29	29%
30 to 39	39%
40 and older	34%

[20] When student-loan debt from all post-secondary education is considered, respondents who graduated from a Master's program still had an average debt level lower than respondents who graduated from a Bachelor's or PhD or Doctorate program.

When asked about the steps they have taken to deal with repaying their debt, most (93%) indicate taking some action, including:

- making provisions through the lending source, either *contacting Saskatchewan Student Loans* (31%), *getting interest relief* (28%), *applying for interest relief* (21%), *contacting their service provider or bank* (16%), *decreasing their monthly payment* (4%), or *getting repayment assistance* (3%);
- relying on other sources to support them, including *borrowed money from family/ friends* (18%), or *other sources* (5%); and
- taking personal action by *changing jobs or finding a second job* (9%), *budgeting or cutting back on spending* (6%), *working more hours or making more money at their job* (4%), or *using their savings or selling items to make payments* (2%).

See Table 55.

Table 55: Steps taken to deal with difficulties repaying government student loans
Q73. What steps did you take to deal with these difficulties?

	2009–10 graduates with difficulties repaying government student loans (n = 410)
Called Saskatchewan Student Loans	31%
Went on interest relief	28%
Applied for interest relief	21%
Borrowed money from family/friends	18%
Contacted service provider/bank	16%
Changed jobs/found another job	9%
Budgeted/cut back on spending	6%
Avoided the situation	5%
Borrowed money from other sources	5%
Worked more/made more money	4%
Decreased monthly payment/extended time period	4%
Repayment assistance	3%
Used personal savings/sold items	2%
Other	5%
Did nothing	6%

Note: Respondents could give more than one response. Therefore, column will sum to more than 100%.

7.5.5 Debt from financial institutions

At the end of their 2009–10 program, about 1 in 5 respondents (22%) report having debt from financial institutions, such as loans, lines of credit, or credit cards. Among those with this kind of debt, respondent had about $20,650 in debt.

The proportion with debt from financial institutions drops to about 15% of respondents two years after graduation, indicating that approximately 31% (approximately 7% of all respondents) of those who graduated with debt from financial institutions were able to repay it. Further evidence of debt reduction is that the average financial institution debt per student decreased by about 30% since the time of their graduation.

Table 56: Debt from financial institutions
Q69. When you completed the program, how much did you owe to banks for student loans/lines of credit, or credit cards?
Q71. Now, how much do you owe to bank student loan programs and/or student lines of credit?

	2009–10 graduates (n = 4,978)	
	All debt from post-secondary	Debt from program
None	75%	81%
$1 to $4,999	3%	2%
$5,000 to $9,999	4%	3%
$10,000 to $19,999	7%	4%
$20,000 to $29,999	3%	2%
$30,000 to $39,999	2%	1%
$40,000 or more	3%	2%
Mean (all respondents)	$4,630	$3,221
Mean (respondents reporting debt)	$20,646	$20,552

Looking at the debt from financial institutions respondents had at the time they graduated from their 2009–10 program, Table 57 shows that the pattern of differences between groups for their debt from financial institutions is very similar to the pattern of debt overall from their program (Table 51). Specifically:

- University of Saskatchewan graduates continue to have the most debt among the institutions. Among all University of Saskatchewan graduates, the average debt from financial institutions is approximately $8,000, whereas University of Regina graduates report about half as much debt (about $4,500) from this source. Again, most of the debt for University of Saskatchewan graduates can be tied to debt for respondents from PhD or Doctorate programs. SIIT (about $400) and SATCC (about $950) have the least average debt from financial institutions.
- Respondents in their late twenties have the highest average debt from financial institutions.
- There is very little difference in the average debt by gender or Aboriginal status, either among all respondents or those reporting debt from financial institutions.

When the average debt is calculated (just out of those reporting debt from financial institutions), the average debt level quadruples.

Table 57: Profile of debt from financial institutions at time of graduation

	2009–10 graduates	
	All graduates (n = 4,978)	**Those with debt from financial institutions (n = 1,075)**
Average	$4,630	$20,646
Program		
Certificate or diploma	**$2,054**	**$12,472**
Journeyperson	**$952**	**$8,584**
Bachelor's Degree	**$5,741**	**$19,308**
Master's Degree	**$4,040**	**$21,272**
PhD or Doctorate	**$39,165**	**$82,121**
Institution		
University of Regina	**$4,471**	**$18,986**
University of Saskatchewan	**$7,982**	**$27,410**
SIAST	**$2,282**	**$12,634**
SIIT	**$383**	**$7,667**
SATCC	**$952**	**$8,584**
Private vocational schools	**$2,313**	**$11,811**
Gender		
Female	$4,749	$19,548
Male	$4,470	$22,458
Aboriginal		
Yes	$2,831	$19,860
No	$4,819	$20,641
Age		
22 and younger	**$2,723**	**$13,192**
23 to 24	**$4,062**	**$16,978**
25 to 29	**$7,686**	**$24,890**
30 to 39	**$4,681**	**$23,403**
40 and older	**$1,891**	**$19,128**

Note: Bolded results indicate a statistically significant difference between groups.

7.6 Value for money

As shown in Figure 15, more than 8 in 10 respondents agree *they consider the program to be worth the financial costs to them and/or their family*, including 36% who strongly agree. About 1 in 6 respondents disagree, including 6% who strongly disagree.

There is some evidence to indicate that respondents who take on more debt from their post-secondary studies are less likely to agree that they *consider the program to be worth the financial costs to them and/or their family*. Specifically:

- Those who strongly agree report the lowest average overall debt at graduation ($10,932), while those who disagree ($17,328) or strongly disagree ($14,534) report much higher average debt levels. This difference between groups is statistically significant.

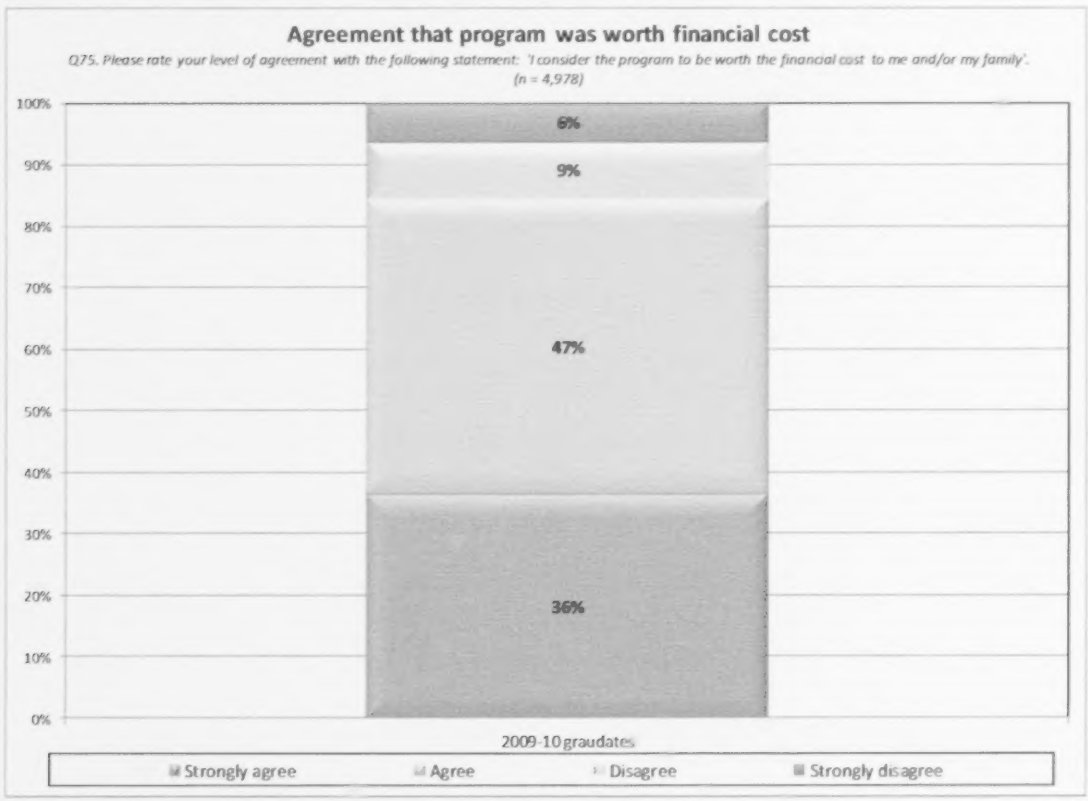

Figure 15

At about 6 in 10, those who graduated from SATCC are most likely to strongly agree that *the program is worth the financial costs to them and/or their family*, while private vocational school graduates (at about 2 in 10) are least likely to agree. In part, these results are only somewhat in line with debt levels, as SATCC graduates typically report lower debt levels than graduates from other institutions. However, for University of Saskatchewan graduates, who have the highest debt levels, their satisfaction is on par with the University of Regina and SIAST graduates whose debt levels were considerably lower.

PhD and Doctorate graduates who incurred the highest debt levels on average are just as likely as graduates from other programs to strongly agree that *their program is worth the financial costs to them and/or their family* (with the exception of respondents who graduated from a journeyperson program). On the other hand, respondents who graduated with a Bachelor's degree are least likely to strongly agree that *the program is worth the financial costs*.

Although not statistically significant, visible minority respondents (26%) are less likely than non-visible minority respondents (37%) to strongly agree that their program was worth the financial costs.

Table 58: Profile of respondents who strongly agree that program was worth financial costs

	% strongly agree 2009-10 graduates (n = 4,978)
Overall	36%
Program	
Certificate or diploma	**35%**
Journeyperson	**59%**
Bachelor's Degree	**30%**
Master's Degree	**39%**
PhD or Doctorate	**41%**
Institution	
University of Regina	**30%**
University of Saskatchewan	**34%**
SIAST	**36%**
SIIT	**40%**
SATCC	**59%**
Private vocational schools	**22%**
Aboriginal	
Yes	36%
No	36%
Visible minority	
Yes	26%
No	37%

Note: Bolded percentages indicate a statistically significant difference between groups.

8 Employment outcomes

8.1 Employment rate
8.2 Profile of current employment
8.3 Post-secondary education and employment
8.4 Satisfaction with main job
8.5 Reasons for not having a job
8.6 Employment history post-graduation
8.7 Disability status and employment

8.0 Employment Outcomes

This section highlights survey outcomes for respondents' employment.

8.1 Employment rate

Among all respondents:

- 88% are employed at one or more paying jobs (including self-employment). This proportion is unchanged from the survey of 2004-05 graduates (88%).
- 5% are students; that is, they are not currently employed because they are going to school. Among this 5% of respondents, 17% say they are currently looking for a job.
- 3% are not currently in the labour force; that is, they are not currently employed and are not looking for a job. Using Statistics Canada's definition of unemployment, the unemployment rate among respondents is 3.5%. This is lower than January 2012 unemployment rate (5.1%) for Saskatchewan.[21]
- 3% are unemployed; that is, they are not working and are looking for a job. Further details regarding those who are not currently employed can be found in Section 8.5.

[21] Government of Saskatchewan: Bureau of Statistics. Retrieved from http://www.stats.gov.sk.ca/ on February 28, 2012.

Table 1 shows a profile of employment and compares this profile to responses from the survey of 2004-05 graduates. Among respondents who graduated in 2009-10:

- Those who graduated from SIIT (62%) are less likely than respondents who graduated from other institutions to be employed. This was also the case among 2004-05 respondents (SIIT – 75%).
- Aboriginal respondents (82%) are slightly less likely than non-Aboriginal respondents (89%) to be employed. This difference was also found in the survey of 2004-05 graduates, although the gap was slightly larger (80% versus 89%).

Table 1: Profile of employment

	% employed 2009–10 graduates (n = 4,978)	% employed 2004–05 graduates (n = 5,838)
Overall	88%	88%
Institution		
University of Regina	90%	89%
University of Saskatchewan	87%	85%
SIAST	88%	89%
SIIT	62%	75%
SATCC	93%	92%
Private vocational schools	86%	87%
Program		
Certificate or diploma	88%	88%
Journeyperson	93%	92%
Bachelor's Degree	88%	86%
Master's Degree	87%	82%
PhD or Doctorate	90%	91%
Gender		
Female	88%	87%
Male	88%	89%
Aboriginal		
Yes	82%	80%
No	89%	89%

8.2 Profile of current employment

Among the 88% of respondents who are currently employed:

- About 8 in 10 of those who are employed are working in one job, while about 2 in 10 are working in two or more jobs.
- About 1 in 20 respondents are self-employed.
- About 8 in 10 are working in permanent jobs, defined as a job with no indication it will end.

Table 60: Current employment
Q28. Do you currently have one or more paying jobs, including self-employment and seasonal positions?
Q29. How many paying jobs do you have?
Q30. Are you self-employed in your job?
Q34. Is your current job permanent, temporary or seasonal? Permanent means there is no indication when the job will end. Temporary means the job will terminate at some specified time and is not seasonal. Seasonal means the job is permanent, but cyclical with the change of the season.

	2009–10 graduates who are currently employed (n = 4,387)
Number of jobs	
One	81%
Two	15%
Three or more	3%
Self-employed	
Yes	6%
Type of job	
Permanent	78%
Temporary	17%
Seasonal	3%

Table 6 shows that:

- Respondents from private vocational schools (19%), SIIT (14%), and SATCC (11%) are most likely to report being self-employed.
- Although not statistically significant, respondents who graduated from a PhD or Doctorate (18%) program are more likely than respondents from other programs to be self-employed.
- Graduates from SATCC (91%), private vocational schools (83%) and SIAST (80%) are most likely to report having a permanent job.
- Respondents who graduated from a journeyperson (92%) or certificate or diploma (81%) program are more likely to be working at a job that is permanent, while those who graduated with a PhD or Doctorate (69%) are least likely.

Table 61: Profile of current employment

	2009–10 graduates who are currently employed (n = 4,387)	
	Self-employed	**Permanent**
Overall	6%	78%
Institution		
University of Regina	**3%**	**72%**
University of Saskatchewan	**6%**	**76%**
SIAST	**4%**	**80%**
SIIT	**14%**	**65%**
SATCC	**11%**	**91%**
Private vocational schools	**19%**	**83%**
Program		
Certificate or diploma	7%	**81%**
Journeyperson	11%	**92%**
Bachelor's Degree	4%	**73%**
Master's Degree	3%	**75%**
PhD or Doctorate	18%	**69%**

Note: Bolded percentages indicate a statistically significant difference between groups.

8.2.1 Sector

As shown in Table 62, respondents report working in a number of sectors, although two sectors account for almost 4 in 10 respondents: *health care and social assistance* (20%) and *education services* (17%).

- With the 20% working in the health care and social assistance sector, respondents most often report working as registered nurses and registered psychiatric nurses (22%) and nurse aides, orderlies and patient service associates (12%).
- Among the 17% working in *education services*, the most common job position is secondary school teacher (36%). The second most common job is elementary school and kindergarten teachers (7%).

Table 62: Sector of employer
Q35. What sector best describes the organization you work?

	2009–10 graduates who are currently employed (n = 4,387)
Health care and social assistance	20%
Education services	17%
Construction	8%
Mining, oil, and gas	7%
Professional, scientific, and technical services	6%
Public administration	5%
Finance and insurance	4%
Retail trade	4%
Agriculture, forestry, fishing, and hunting	4%
Telecommunications and information	3%
Accommodation and food services	2%
Arts, entertainment, and recreation	2%
Manufacturing	2%
Administrative and support	2%
Utilities	2%
Transportation and warehousing	1%
Automotive	1%
Non-profit	1%
Law enforcement or justice	1%
Management of companies and enterprises	1%
Veterinary medicine and animal health	1%
Waste management and remediation services	<1%
Wholesale trade	<1%
Real estate and rental/leasing	<1%
Other	2%

Examining results in Table 63, which shows the sectors in which respondents are working by institution, shows the following:

- University of Regina respondents are more likely than their counterparts from across the province to work in *education services* and least likely to work in *construction*.
- University of Saskatchewan respondents are more likely to work in *professional, scientific, and technical services* than respondents from other institutions.
- SIAST respondents are more likely than other respondents to work in *health care and social assistance*.
- SATCC respondents are much more likely than their counterparts to work in *construction* and *mining, oil, and gas*.
- Private vocational school respondents are much more likely to work in the *retail trade*.
- SIIT respondents do not appear to be noticeably more or less likely to be working in one sector than respondents overall.

Table 63: Sector of employer by institution
Q35. What sector best describes the organization you work?

	U of R (n = 1,025)	U of S (n = 1,782)	SIAST (n = 1,338)	SIIT (n = 60)	SATCC (n = 473)	PVS (n = 300)
Health care and social assistance	11%	24%	30%	27%	1%	24%
Education services	28%	22%	10%	16%	1%	3%
Construction	1%	2%	11%	8%	34%	12%
Mining, oil, and gas	4%	6%	6%	8%	20%	4%
Professional, scientific, and technical services	6%	11%	4%	-	1%	4%
Public administration	11%	4%	3%	11%	2%	1%
Finance and insurance	7%	5%	3%	-	1%	3%
Retail trade	3%	3%	4%	5%	5%	18%
Agriculture, forestry, fishing, and hunting	2%	5%	3%	5%	5%	2%
Telecommunications and information	6%	3%	2%	-	<1%	2%
Accommodation and food services	1%	2%	4%	3%	3%	6%
Arts, entertainment, and recreation	4%	2%	2%	-	1%	6%
Manufacturing	1%	1%	3%	-	8%	1%
Administrative and support	3%	2%	2%	5%	-	3%
Utilities	3%	1%	1%	-	5%	<1%
Transportation and warehousing	1%	1%	2%	-	3%	2%
Automotive	<1%	-	2%	3%	7%	1%
Non-profit	2%	1%	1%	5%	-	<1%
Law enforcement or justice	1%	1%	1%	-	-	2%
Management of companies and enterprises	1%	1%	1%	-	1%	<1%
Veterinary medicine and animal health	-	1%	<1%	-	-	<1%
Waste management and remediation services	<1%	<1%	1%	3%	<1%	<1%
Wholesale trade	<1%	<1%	<1%	-	1%	<1%
Real estate and rental/leasing	<1%	1%	<1%	-	-	-
Other	4%	2%	3%	-	1%	4%

When examining sector by demographic groups and program:

- The biggest sector differences by gender are in *health care and social assistance* (30% of females versus 7% of males), *education services* (22% of females, 10% of males), and *construction* (2% of females, 16% of males) sectors.
- The differences by program tend to reflect the differences by institution. For instance, respondents who graduated from a journeyperson program are much more likely to be working in *mining, oil and gas* and *construction* than those who graduated from other programs. Also, respondents who graduated with a Master's Degree are more likely than others to be working in *education services*, while those who graduated from a PhD or Doctorate program are more likely than others to be working in *health care and social assistance* or *veterinary medicine and animal health*.
- There are almost no differences in sector employment between Aboriginal or non-Aboriginal respondents.

8.2.2 Income

From their main job (that is, the job they work the most hours), respondents report an average annual income of approximately $54,300, although almost 1 in 3 report earning more than $60,000 annually. When combined with income from other jobs, respondents' annual average income rises by about $2,000 to $56,300.

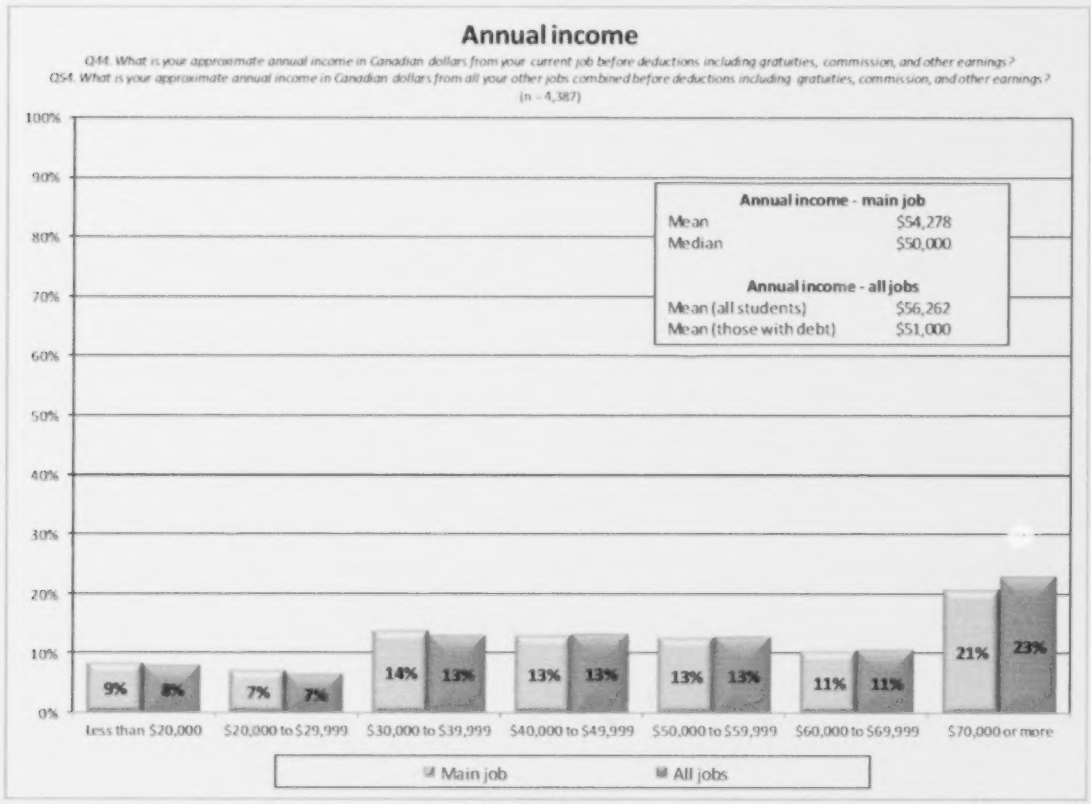

Figure 16

PRA

Table 64 shows that there are substantial income differences among groups. The most notable differences are as follows:

- SATCC respondents earn more annually than respondents from other institutions, earning twice as much as respondents from private vocational schools and SIIT.
- Male respondents earn about $15,000 more annually than female respondents.
- Up until about 40 years of age, respondents' annual income rises across age groups. In fact, those 30 to 39 make about $20,000 more annually than respondents who are 22 and younger. Those 23 to 24 make about $10,000 more annually than those 22 and younger.
- Respondents who graduated with a PhD or Doctorate or from a journeyperson program earn about $14,000 to $36,000 more annually than respondents who graduated from other programs.
- The annual income for Aboriginal and non-Aboriginal respondents is almost identical.

Additional jobs seem to make very little difference for most groups, with the exception of private vocational school graduates, for whom secondary jobs account for a 9% increase in annual income.

Table 64: Profile of annual income

	2009–10 graduates who are currently employed (n = 4,387)	
	Main job	All jobs
Average	$54,278	$56,262
Institution		
University of Regina	**$53,352**	**$55,158**
University of Saskatchewan	**$58,104**	**$60,640**
SIAST	**$44,445**	**$45,972**
SIIT	**$39,402**	**$40,985**
SATCC	**$78,718**	**$79,864**
Private vocational schools	**$36,139**	**$39,483**
Gender		
Female	**$47,586**	**$49,673**
Male	**$62,946**	**$64,850**
Aboriginal		
Yes	$53,135	$56,016
No	$54,385	$56,274
Age		
22 and younger	**$41,638**	**$43,118**
23 to 24	**$52,281**	**$54,265**
25 to 29	**$55,733**	**$57,861**
30 to 39	**$61,677**	**$63,569**
40 and older	**$59,412**	**$61,792**
Program		
Certificate or diploma	**$44,187**	**$46,105**
Journeyperson	**$78,718**	**$79,864**
Bachelor's Degree	**$53,120**	**$55,542**
Master's Degree	**$65,031**	**$67,637**
PhD or Doctorate	**$80,259**	**$80,490**

Note: Bolded results indicate a statistically significant difference between groups.

Comparing the income of employed respondents in their main job, results show that the average income for respondents increased by about 8% from $50,296 (average income calculated and expressed in 2011 dollars) among 2004-05 graduates who were surveyed in 2006-07 to $54,278 for those who graduated in 2009-10.

- Private vocational school respondents saw the biggest percentage growth in annual income at 19% followed by SATCC (17%) and University of Regina (13%). SATCC had the largest income increase at over $11,000 annually. SIIT respondents had a 7% decrease in their annual income from 2004-05. University of Saskatchewan (2%) and SIAST (virtually no change) respondents had very little change in their annual income.
- Female respondents saw a 17% growth in their annual income compared to 2% for males.
- Aboriginal (12%) and non-Aboriginal (7%) respondents both saw increases in their annual income.
- Respondents in each age group had increases in their annual income.
- Respondents who graduated from PhD or Doctorate each had a 19% growth in their annual income from 2004-05. Respondents who completed a Bachelor's Degree (2%) or certificate or diploma (4%) saw some growth in their income. Master's Degree graduates saw a 4% decrease in their annual income.

Refer to Table 65 for comparison of income of 2004-05 and 2009-10 respondents by groups.

Table 65: Profile of annual income by year (in 2011 dollars)

	Graduates who are currently employed		
	2009-10 graduates (n = 4,387)	2004-05 graduates (n = 5,141)	% growth from 2004-05
Average	$54,278	$50,296	7.9%
Institution			
University of Regina	$53,352	$47,146	13.2%
University of Saskatchewan	$58,104	$57,035	1.9%
SIAST	$44,445	$44,483	-0.1%
SIIT	$39,402	$42,287	-6.8%
SATCC	$78,718	$67,411	16.8%
Private vocational schools	$36,139	$30,325	19.2%
Gender			
Female	$47,586	$40,787	16.7%
Male	$62,946	$61,682	2.0%
Aboriginal			
Yes	$53,135	$47,310	12.3%
No	$54,385	$50,636	7.4%
Age			
22 and younger	$41,638	$36,933	12.7%
23 to 24	$52,281	$44,279	18.1%
25 to 29	$55,733	$52,591	6.0%
30 to 39	$61,677	$56,463	9.2%
40 and older	$59,412	$51,767	14.8%
Program			
Certificate or diploma	$44,187	$42,402	4.2%
Journeyperson	$78,718	$66,307	18.7%
Bachelor's Degree	$53,120	$52,255	1.7%
Master's Degree	$65,031	$67,661	-3.9%
PhD or Doctorate	$80,259	$67,532	18.8%

Note: Income reported by 2004-05 graduates has been adjusted for inflation.

8.2.3 Hours worked

Among the 88% of respondents who are employed, the typical respondent works full-time equivalent hours (about 40 on average). Almost 9 in 10 respondents report working 30 hours a week or more. Among the 1 in 10 employed respondents who report working less than 30 hours a week in their main job, 2 in 3 (66%) say this is by choice.

Table 66: Total hours work per week
Q39. What is the total number of hours you usually work per week in your current job?
Q51. What is the total number of hours you usually work per week in your other jobs combined?

	2009–10 graduates who are currently employed (n = 4,387)	
	Main job	All jobs
Less than 10 hours	2%	2%
10 to 19	3%	3%
20 to 29	6%	4%
30 hours or more	86%	88%
Average	40 hours	42 hours
Median	40 hours	40 hours

The average hours worked per week shown in Table 67 indicate that:

- SATCC graduates work more hours per week on average than graduates of other institutions. In fact SATCC graduates work more per week on average at their main job than other graduates do for all their jobs combined.
- Male respondents work about six hours more per week on average at their main job than female respondents, and about five hours a week more at all jobs combined. The additional hours worked may explain some of the income difference between men and women.
- In their main job, respondents who graduated with a PhD or Doctorate work about five to ten hours per week more than respondents who graduated from other programs.

Table 67: Profile of total hours work per week

	2009–10 graduates who are currently employed (n = 4,387)	
	Main job	All jobs
Average	39.9 hours	42.1 hours
Institution		
University of Regina	**38.7 hours**	**41.2 hours**
University of Saskatchewan	**39.6 hours**	**41.7 hours**
SIAST	**39.5 hours**	**41.8 hours**
SIIT	**41.5 hours**	**42.6 hours**
SATCC	**44.5 hours**	**45.6 hours**
Private vocational schools	**39.0 hours**	**43.1 hours**
Gender		
Female	**37.4 hours**	**40.1 hours**
Male	**43.1 hours**	**44.8 hours**
Program		
Certificate or diploma	**39.3 hours**	**41.9 hours**
Journeyperson	**44.5 hours**	**45.6 hours**
Bachelor's Degree	**38.6 hours**	**40.9 hours**
Master's Degree	**40.1 hours**	**42.3 hours**
PhD or Doctorate	**49.2 hours**	**49.4 hours**

Note: Bolded results indicate a statistically significant difference between groups.

8.3 Post-secondary education and employment

8.3.1 Related to program of study

As Figure 17 shows, working respondents are generally in jobs that are related to their program. In each case, about 7 in 10 employed respondents think their current job is related (rating of 4 or 5 out of 5) to the *subject-area knowledge acquired in their program, the program they graduated from in 2009–10,* and *the general knowledge and skills acquired in their program.*

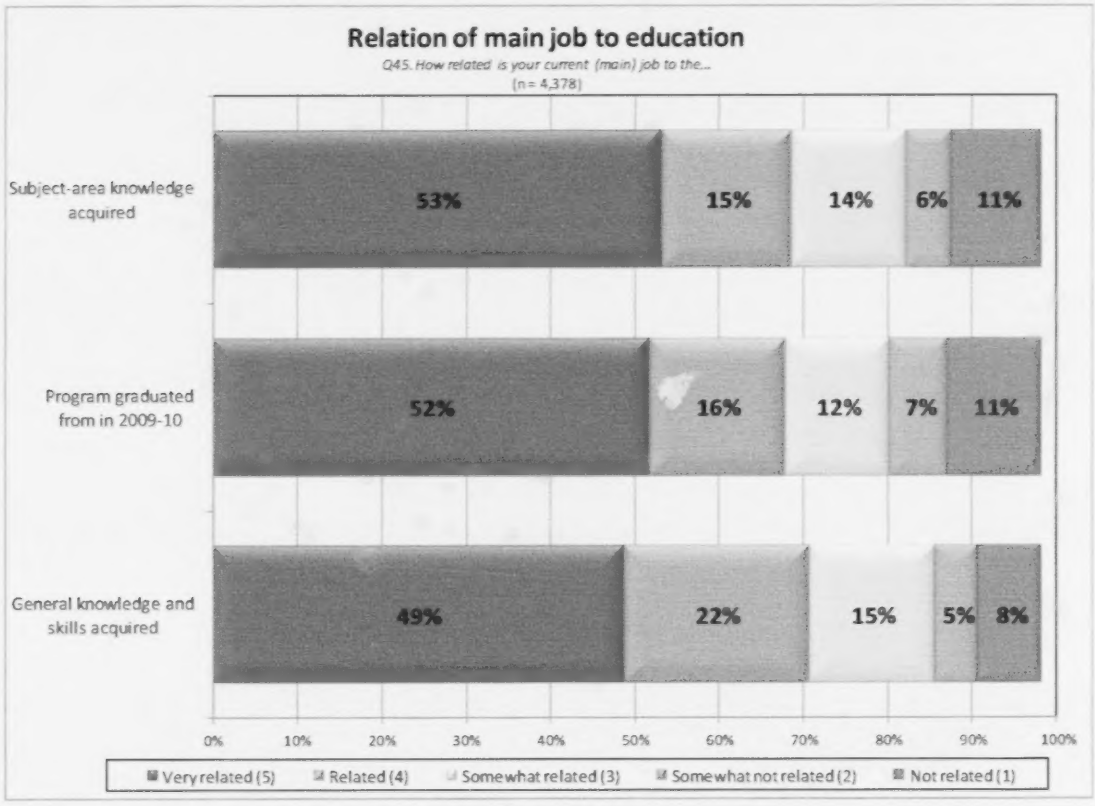

Figure 17

As shown in Table 68:

- SATCC and SIAST respondents who are employed are consistently the most likely to say that their employment is very related to each of the educational aspects tested. Conversely, SIIT respondents are least likely say the *subject-area knowledge they acquired* is very related to their job. University of Regina respondents are least likely to say that their job is very related to *the program they graduated from in 2009–10* and *the general knowledge and skills acquired*.
- Respondents who graduated with a PhD or Doctorate or from a journeyperson program are most likely to say that their current employment is very related to each of the educational aspects. On the other hand, those who graduated with a Bachelor's Degree are consistently least likely.
- Visible minority respondents are less likely than non-visible minority respondents to say their current employment is very related to each of the educational aspects.

Table 68: Profile of respondents who say job is very related to various aspects of education

	% very related 2009-10 employed graduates (n = 4,378)		
	Subject-area knowledge acquired	**Program graduated from in 2009–10**	**General knowledge and skills acquired**
Overall	53%	52%	49%
Institution			
University of Regina	**44%**	**41%**	**39%**
University of Saskatchewan	**50%**	**48%**	**45%**
SIAST	**60%**	**59%**	**55%**
SIIT	**38%**	**51%**	**43%**
SATCC	**71%**	**68%**	**65%**
Private vocational schools	**49%**	**50%**	**48%**
Aboriginal			
Yes	58%	57%	54%
No	53%	51%	48%
Visible minority			
Yes	42%	41%	39%
No	55%	53%	50%
Program			
Certificate or diploma	**56%**	**55%**	**52%**
Journeyperson	**71%**	**68%**	**65%**
Bachelor's Degree	**45%**	**43%**	**40%**
Master's Degree	**56%**	**52%**	**50%**
PhD or Doctorate	**74%**	**73%**	**71%**

Note: Bolded percentages indicate a statistically significant difference between groups.

The 48% of employed respondents who did not say their job was very related (5 out of 5) to their program were asked why it was not more related. The reasons respondents give, summarized in Table 69, indicate that:

- Job-market factors seem to be the most important reason; specifically, that respondents could *not find a job related to their education or training* (30%) or *do not have enough experience to get a job* (11%).
- Factors related to their current job play a role in how related it is to their program, including that they are getting *better pay at their present job* (15%) or *like the current job or its benefits* (5%).
- Education-related factors play somewhat of a role, as some respondents say the *education or training they received was inadequate to get a job related to their program* (7%). However, some respondents say they are working in a related job, but that it is not very related because *they were not taught everything required to do their job* (6%) or *they are not using everything that they were taught* (3%).
- Many respondents appear not to be concerned about having a job related to their program; some say they are *not looking for a job related to their program* (7%), are *still enrolled in school* (6%), have *tried a job related to their program and did not like it* (3%), or *wanted to try something different* (1%).

Table 69: Reasons why not in job related to program
Q46. Why are you in a job that is not more related to the <Program> you completed?

	2009–10 graduates who said job is not very related to program (n = 2,116)
Could not find a job related to education/training	30%
Better pay at present job	15%
Not enough experience	11%
Education/training was inadequate to get a job	7%
Not looking for a job related to my education/training	7%
Related to program, but was not taught everything related to job	6%
Still enrolled in school	6%
Like current job and/or its benefits	5%
Is related	4%
Related to program, but not using everything that was taught	3%
Tried job related to education/training and found I did not like it	3%
Related to other post-secondary education completed	2%
Wanted to try something different	1%
Personal/family reasons	1%
Held the job previously	1%
Didn't complete all education/training requirements	1%
Cannot work in field	1%
Other	5%

8.3.2 Educational requirements

Among employed respondents (excluding those who are self-employed), about 2 in 3 indicate that their job required some type of post-secondary training.

Table 70: Education needed for current job
Q47. When you were selected for your current job, what was the minimum level of education/training needed to get the job?

	2009–10 graduates currently employed (n = 4,108)
None stated/experience only	2%
High school diploma or less	21%
Some post-secondary	7%
Completed college, technical institute, or apprenticeship program	22%
Completed Bachelor's degree	35%
Completed Master's degree	4%
Completed PhD	1%
Professional degree	1%
Professional designation	<1%
Journeyman/ticket	<1%
Other	3%

Note: Respondents who are currently self-employed were not asked this question.

Respondents' impression of the level of education required to get their job is consistent with the types of programs offered at their institution. For instance, 64% of University of Regina and 69% of University of Saskatchewan respondents indicate that their job required a Bachelor's degree, Master's degree, or PhD. This compares to 0% (SATCC) to 9% (SIIT) of respondents from other institutions who indicated these requirements.

When examined by program, 53% of those who graduated from a journeyperson program and 39% of those who completed a certificate or diploma say their current job did not require completion of a post-secondary program. This compares to 20% of those who completed a Bachelor's Degree, 9% of those who completed a Master's Degree, and 1% of those who completed a PhD or Doctorate.

8.3.3 Helpfulness of education in getting current job

Almost 9 in 10 employed respondents (excluding those who are self-employed) say that their education and training was helpful in getting their job, including 64% who report that it was very helpful. The remaining 1 in 10 say their education and training was not helpful. Generally, respondents across institutions, programs, and demographic groups are about equally likely to say their education and training was helpful (or very helpful).

The more related that respondents report their current job is to their 2009–10 program, the more likely they are to say that their education helped them get a job. Specifically, 67% of those who say their education and training was very helpful say their job is very related (5 out of 5) to the program from which they graduated in 2009–10. This compares to 29% of those who say it was somewhat helpful, and 17% of those who say it was not at all helpful.

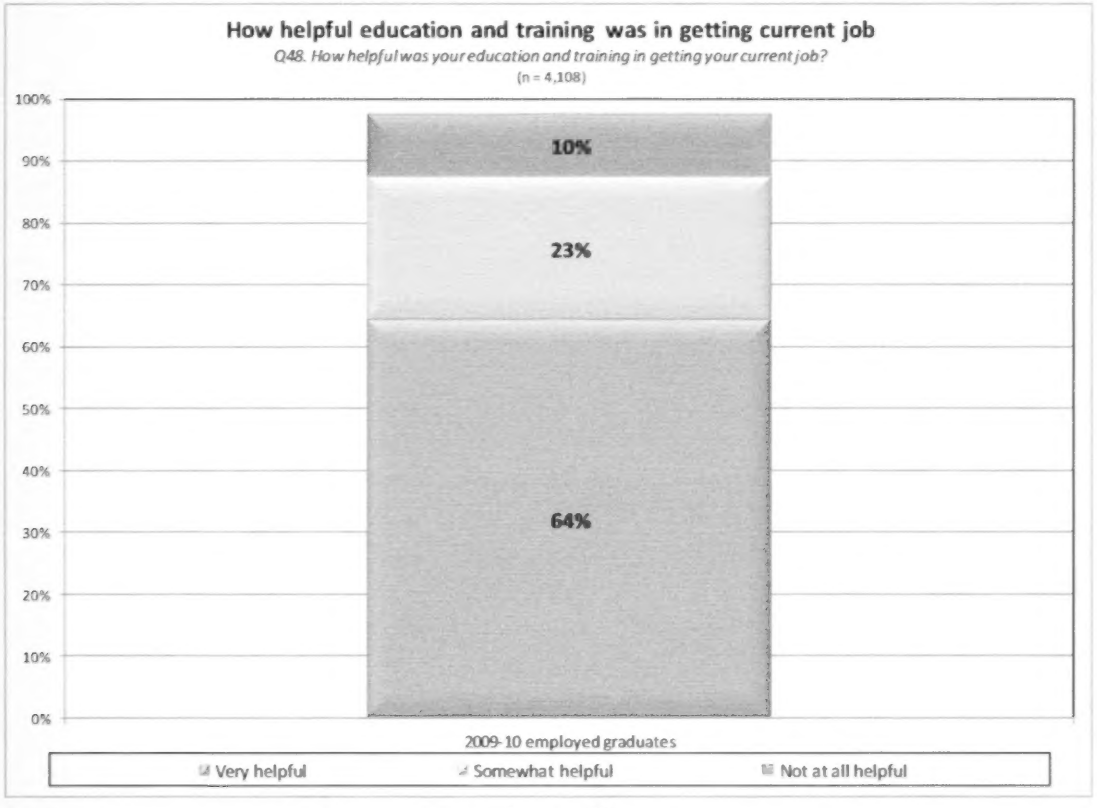

Figure 18

8.3.4 Perception of qualification for job

Among employed respondents (excluding those who are self-employed), about 2 in 3 think they are qualified for their current job. However, about 3 in 10 think they are overqualified, including 11% who think they are very overqualified. Just 1 in 25 think they are under-qualified, including 1% who think they are very under-qualified.

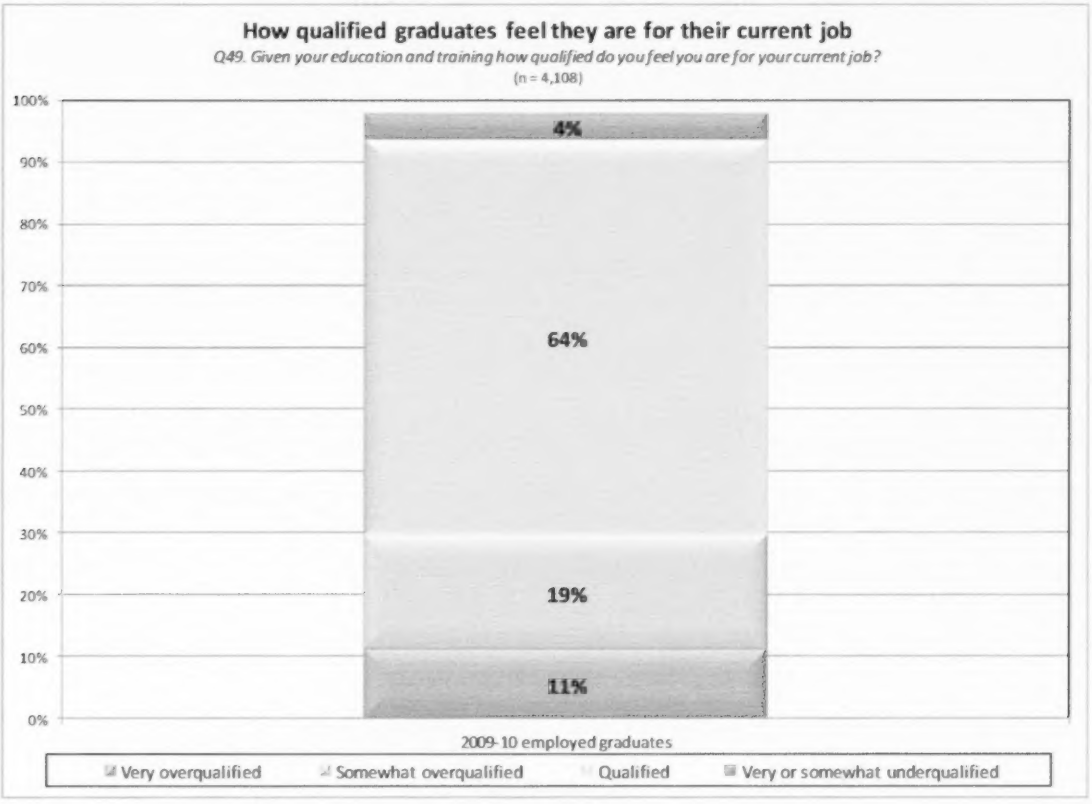

Figure 19

Among institution and demographic groups, there are no statistical or practical differences in whether respondents feel over or under-qualified for their job. However, when examining the relationship between respondents' perceptions of their qualifications and other factors, results show the following:

- Although no single sector has more than 6% of respondents saying they feel very under-qualified for their position, three sectors have at least 25% of respondents saying they feel overqualified. These sectors include *retail trade* (30%), *accommodation and food services* (27%), and *management of companies and enterprises* (25%).

- As the minimum level of education required for their job increases, the proportion who feel overqualified for their job decreases. For example, 21% of those who say their job required a high school diploma report feeling very overqualified, compared to 6% of those who say their job required a Bachelor's degree. However, the opposite does not appear to be the case, as no more than 4% of respondents say they feel very under-qualified by level of education required for their job.

- Respondents' income from their job is associated with their feelings of how qualified they are. As Table 71 shows, those who feel they are qualified for their job have the highest average annual income. As respondents feel more over- or under-qualified, their annual income tends to decrease.

Table 71: Profile of average income from main job by how qualified for job respondents feel

	2009–10 graduates who are currently employed (n = 4,387)
Very under-qualified	$42,947
Somewhat under-qualified	$48,979
Qualified	$56,256
Somewhat overqualified	$51,323
Very overqualified	$41,204

8.4 Satisfaction with main job

The vast majority of employed respondents, almost 9 in 10, are satisfied with their current job, including 42% who say they are very satisfied. About 1 in 10 report being dissatisfied, including 2% who are very dissatisfied.

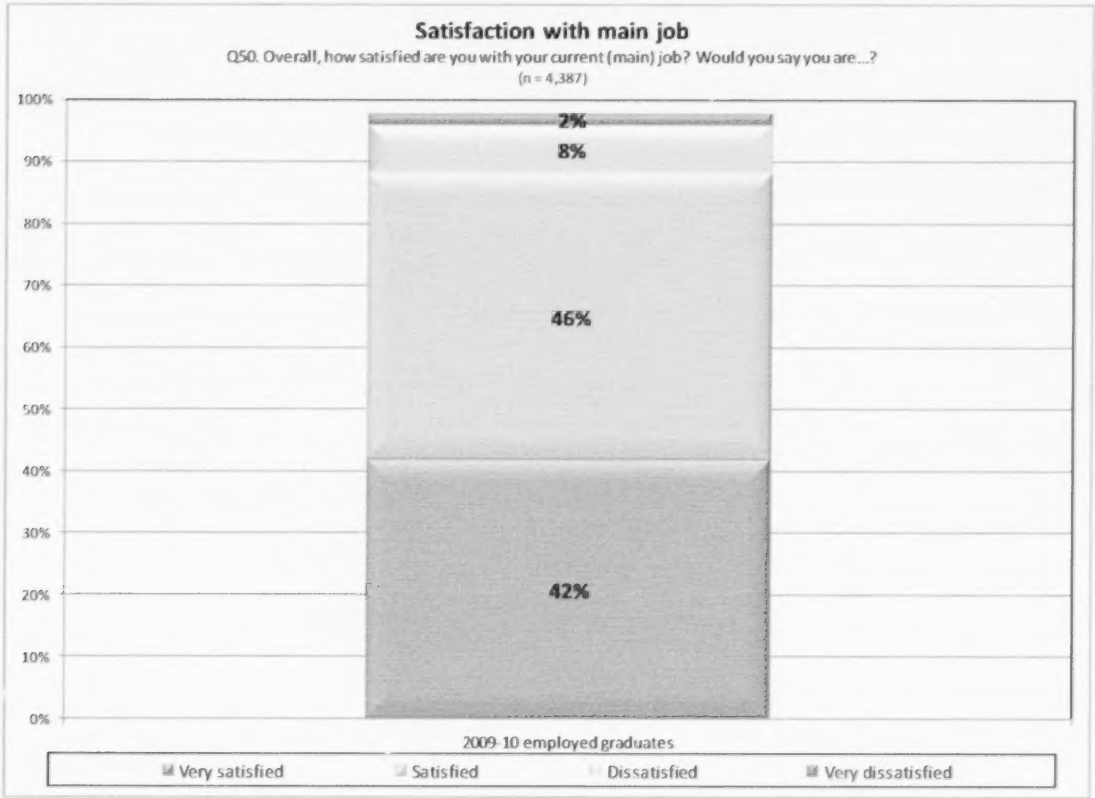

Figure 20

Among institutions, programs, and demographic groups, there are no statistical or practical differences in respondents' satisfaction with their job. However, there are several factors that relate significantly to respondents' satisfaction. Specifically, the more satisfied respondents are with their current job, the more likely they are to:

- Report that their current job is very related to the *subject-area knowledge they acquired*, *general knowledge and skills they acquired*, and *program they graduated from in 2009–10*.
- Say their education and training was very helpful in getting their job.
- Feel qualified for their current job.

Overall, all these factors may be highly related with a major source of satisfaction – income. As satisfaction with their job increases, so does the respondents' annual income. Among those who are very dissatisfied with their current job, the annual income is approximately $42,900. This increases steadily as respondents' satisfaction increases, up to about $67,850 annually for those who are very satisfied with their job.

8.5 Reasons for not having a job

Among the 4% of respondents who say they are not currently working but are looking for a job, there are a multitude of reasons for not having a job:

- For about 1 in 4, it appears that they had *recently been employed but lost their job or been laid off* (22%) or *recently moved* (3%).
- Almost 1 in 4 say they *cannot find employment that is in their area or that suits their skill set* (21%), *the salary for available jobs is too low* (2%), or *cannot find employment with 30 or more hours per week* (1%).
- Another 1 in 5 are *going to school* (22%).

See Table 72 for complete results.

Table 72: Reason for not having a job among those looking for work
Q32. What is the main reason you currently do not have a job?

	2009–10 graduates looking for work (n = 204)
Lost job, laid off, or job ended	22%
Going to school	22%
Cannot find employment in area or suited to skills	21%
Need more education/training	6%
Own illness or disability	5%
Maternity leave	3%
Recently moved	3%
Other personal or family responsibilities	2%
Caring for own children	2%
Salary is too low in jobs available	2%
Could not find employment with 30 or more hours per week	1%
Unable to obtain required licence, trade certificate, or union membership	1%
Caring for elder relative	1%
Other	8%

Among the 8% of respondents who say they are not currently working, but are not looking for work, the majority (57%) say it is because they are going to school. Most other reasons tend to be family-related, such as maternity leave (6%), caring for children (5%), or other personal or family responsibilities (1%).

Table 73: Reason for not looking for a job among those not working
Q33. What is the main reason you are not looking for a job?

	2009–10 graduates not looking for work (n = 379)
Going to school	57%
Maternity leave (females only)	6%
Caring for own children	5%
Own illness or disability	3%
Travelling/taking time off	2%
Other personal or family responsibilities	1%
Waiting for recall to former employer or seasonal job	1%
Discouraged with looking	1%
Caring for elder relative	<1%
No employment available	<1%
Other	7%

8.6 Employment history post-graduation

Figure 21 also shows that the more jobs respondents have worked since completing their 2009–10 program, the less likely they are to be very satisfied with their current job, be in a job that is very related to their program, and be in a permanent job.

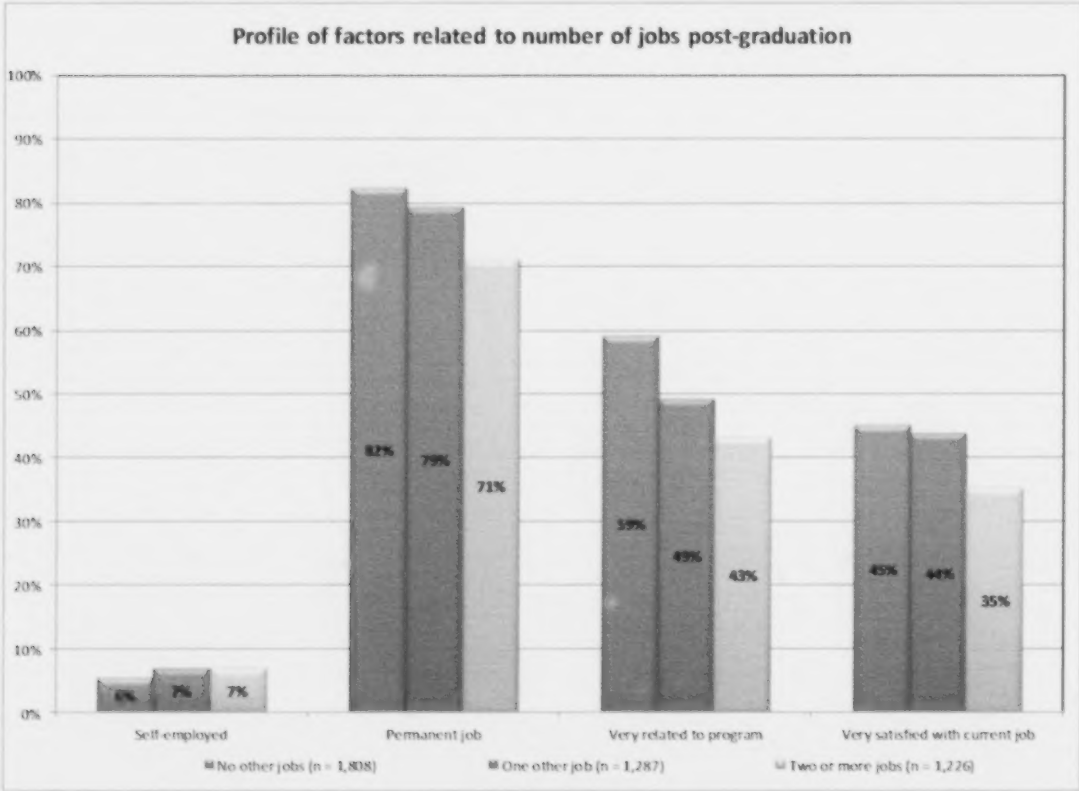

Figure 21

8.7 Disability status and employment

Among the 4% of respondents who report having a disability, 33% (1% of all respondents) say their disability requires an employer to make accommodations in the workplace for them. Among the 33% of disabled respondents who say their disability requires their employer to make accommodations, 69% say their employers have made accommodations.

9 Graduate Migration

9.1 Migration over time
9.2 Reasons for moving post-graduation

9.0 Graduate migration

This section attempts to track respondents' migration patterns since high school. Of note, information supplied by the institutions (i.e., mailing address, which including city, province and postal code) was used as a proxy for where respondents were living at the time they graduated from their program. It is possible that the address institutions had on file was not the most up-to-date address, or was not the address at which a respondent was living when he or she attended the institution.[22]

9.1 Migration over time

Overall, 31% of respondents say they moved to a different city or town after completion of their 2009–10 program. Results in Table 74 show:

- University of Saskatchewan (38%), SIAST (30%), and University of Regina (28%) respondents are most likely to have moved since graduation.
- The proportion of respondents who have moved since graduation decreases as respondents get older.
- Respondents who completed a PhD or Doctorate (62%) are about twice as likely as respondents from other programs to have moved since graduation.

Table 74: Profile of respondents who moved since graduation

	2009–10 graduates (n = 4,978)
Overall	31%
Institution	
University of Regina	28%
University of Saskatchewan	38%
SIAST	30%
SIIT	17%
SATCC	22%
Private vocational schools	22%
Age	
22 and younger	**39%**
23 to 24	**37%**
25 to 29	**36%**
30 to 39	**26%**
40 and older	**13%**
Program	
Certificate or diploma	**26%**
Journeyperson	**22%**
Bachelor's Degree	**35%**
Master's Degree	**35%**
PhD or Doctorate	**62%**

Note: Bolded percentages indicate a statistically significant difference between groups.

[22] At the time they were attending the institution, it is likely that some graduates were living outside of their parents' home, but used their parents' address as their primary address.

The results for where respondents lived before, during and after their post-secondary education indicate several patterns of migratory behaviour. Table 75 shows that:

- As respondents start or continue their post-secondary studies, many migrate from rural areas of Saskatchewan to the two major urban centres.
- Migration to the two urban centres not only occurs from rural Saskatchewan, but also from outside the province, most notably from outside Canada.
- As respondents complete their studies, most (86%) stay within Saskatchewan, although there is some migration outside of the province: both within and outside of Canada.

At first glance, the migration between where respondents were living when they graduated and where they are living now does not seem to reflect the fact that almost 3 in 10 say they have moved to a different town or city since graduating. In part, this appears to be due to two reasons.

- Many respondents who were already living in Saskatchewan appear to move within the province rather than outside the province; therefore, the changes may be offset by intra-provincial migration.
- Comparing where respondents are living now to other information about where they had previously been living indicates that approximately 25% to 30% of those who report moving since graduation appear to have moved to a location where they had been living at some point. It is difficult to say whether respondents misinterpreted this question, selected the wrong location, or simply returned to a city or town of previous residence.

Table 75: Profile of graduate migration
*Q2. Where were you living when you **last** attended high school or another grade in the K–12 system?*
*Q4. Where were you living when you **first applied** for post-secondary studies?*
Q7. Do you presently live in a different city or town from that in which you were living in at the time of your graduation from the <PROGRAM>?
Q8. Where are you currently living?

	2009–10 graduates (n = 4,978)			
	Location when last attended high school	Living when first applied for post-secondary studies	Living when graduated	Living now
Regina	17%	19%	22%	22%
Saskatoon	18%	23%	31%	29%
Yorkton	2%	2%	1%	1%
North Battleford	2%	2%	1%	1%
Prince Albert	4%	4%	3%	3%
Swift Current	2%	1%	1%	1%
Moose Jaw	3%	3%	3%	3%
Elsewhere in Saskatchewan	37%	33%	28%	26%
Elsewhere in Canada	11%	10%	9%	12%
Outside Canada	6%	5%	1%	2%

Note: Results for where respondents were living when they graduated was calculated using information supplied by institutions.

9.1.1 Migration of Aboriginal respondents

Examining the migration of Aboriginal respondents for their studies shows very similar patterns to migration of respondents overall (Table 75). Specifically, Aboriginal respondents move into the larger urban centres, primarily Saskatoon, from rural Saskatchewan, but also move into Saskatchewan from other provinces in Canada.

When their studies are completed, many Aboriginal respondents migrate within the province, while some move outside the province.

Table 76: Profile of Aboriginal respondents' migration

	2009–10 Aboriginal graduates (n = 461)			
	Location when last attended high school	Living when first applied for post-secondary studies	Living when graduated	Living now
Regina	12%	14%	15%	14%
Saskatoon	13%	17%	20%	20%
Yorkton	1%	2%	1%	1%
North Battleford	3%	2%	1%	2%
Prince Albert	11%	12%	10%	10%
Swift Current	<1%	<1%	<1%	<1%
Moose Jaw	1%	1%	1%	1%
Elsewhere in Saskatchewan	46%	43%	43%	41%
Elsewhere in Canada	13%	9%	7%	10%
Outside Canada	<1%	<1%	-	<1%

Note: Results for where respondents were living when they graduated was calculated using information supplied by institutions.

9.1.2 Profile of respondents moving outside of Saskatchewan

Among all respondents who were living in Saskatchewan when they graduated, 5% moved from Saskatchewan to another province or territory in Canada or to another country.[23] This compares to 11% of 2004-05 graduates who moved outside of the province.[24]

[23] This proportion includes only respondents who were living in Saskatchewan when they graduated and are living outside the province at the time of the survey. Those respondents who were already living outside the province when they graduated and were living outside the province at the time of the survey are not included.

[24] Because the survey of 2004-05 did not capture where respondents were living when they were taking their program, this proportion is based on comparing where respondents were living when they first applied for post-secondary education and where they were living at the time of the survey.

Examining differences between groups to determine what types of respondents were most likely to move out of the province in Table 77 shows the following:

- Respondents 23 to 24 (8%) and 25 to 29 (6%) are most likely to move out of the province. Less than 1% of respondents 40 and older moved outside of the province.
- Aboriginal (3%) respondents are slightly less likely than non-Aboriginal (5%) respondents to have moved outside Saskatchewan.
- Respondents who graduated from the University of Saskatchewan (7%) or the University of Regina (6%) are most likely to have moved out of the province.
- Migration out of the province by institution is most likely explained by respondents who completed a Bachelor's Degree (8%), Master's Degree (4%), or PhD or Doctorate program (7%) being most likely to have moved out of the province.

Table 77: Profile of respondents who moved out of Saskatchewan since graduation

	2009–10 graduates (n = 4,978)
Overall	5%
Institution	
University of Regina	6%
University of Saskatchewan	7%
SIAST	2%
SIIT	2%
SATCC	1%
Private vocational schools	1%
Gender	
Female	5%
Male	5%
Age	
22 and younger	4%
23 to 24	8%
25 to 29	6%
30 to 39	3%
40 and older	1%
Aboriginal	
Yes	3%
No	5%
Program	
Certificate or diploma	2%
Journeyperson	1%
Bachelor's Degree	8%
Master's Degree	4%
PhD or Doctorate	7%

9.2 Reasons for moving post-graduation

Table 78 shows the primary reason respondents who moved post-graduation gave for moving. Most commonly, respondents report moving for *employment* (47%) or personal reasons, such as *to get married or be with their partner* (15%) or for *their family* (12%). Taking *more post-secondary education* (15%) was also a motivating factor for a substantial proportion.

Generally, the reasons given for moving are very similar regardless if respondents moved within or outside of Saskatchewan, with one exception — those who moved outside of Saskatchewan (23%) are more than twice as likely to say they moved to take *more post-secondary education* than those who moved within the province (10%).

Table 78: Reason for moving after graduation
Q9. What was your primary reason for moving?

	2009–10 graduates who moved after graduation (n = 1,541)
Employment-related	47%
School-related	15%
For marriage/relationship	15%
Family reasons	12%
Moved back home	3%
Lower cost of living	1%
Other	6%

When examining the primary reasons for moving by demographic groups, results show a few key differences by gender. Specifically, men were more likely to move for *employment-related* reason (56% to 39%), while women were more likely to move for *marriage or a relationship* (20% to 9%) and *family reasons* (15% to 8%).

9.2.1 Employment-related reasons

Among the 14% of respondents who moved primarily for employment-related reasons (47% of those who moved after graduation), there were many different motivating factors related to employment for their move.

- Many are related to the job respondents are working, including that it offered a *high salary* (34%) and had *better employment benefits or perks* (27%). A few simply said the fact that they *got the job* (6%) was what motivated them to move.
- The organization or company is also a strong motivator, including that the organization *offered better career advancement opportunities* (28%), respondents *wanted to work for the company or organization* (25%) or *in a centre of excellence in their field* (10%), or *wanted to work with particular colleagues or superiors* (7%).
- Some also mention issues related to the location of the job. This includes the location they moved to had *greater availability of jobs* (38%), respondents preferred to work *in this location* (11%), or where they were moving to had *lower taxation* (8%).

Please see Table 79.

Table 79: Specific employment-related reasons for moving after graduation
Q10. What specific aspects of the job or other employment related factors attracted you to this location?

	2009–10 graduates who moved for employment reasons (n = 717)
Factors related to the job	
High salary	34%
Better employment benefits/perks	27%
I got the job	6%
Related to field of study	2%
Factors related to the organization	
Better career advancement opportunities	28%
Wanted to work for a particular company/organization	25%
Wanted to work in the centre of excellence for my field	10%
Wanted to work with particular colleagues or superiors	7%
Company transfer	4%
Factors related to the location	
Greater availability of jobs in general	38%
Where the job was located	11%
Lower taxes	8%
Other factors	
Other	5%

Note: Respondents could give more than one response. Therefore, column will sum to more than 100%.

Among the 14% of respondents who moved primarily for employment-related reasons (47% of respondents who moved after graduation), 46% mention more than one reason, indicating that many weigh several factors before making their decision to move. Examining the reasons respondents give for moving by whether they moved within or outside Saskatchewan indicates that those who moved outside the province tend to give more than one reason for moving. About 40% of those who stayed in the province give more than one reason for moving, while 58% of those who moved outside the province give more than one reason. This may indicate that those moving outside Saskatchewan considered several factors before deciding to relocate.

9.2.2 Education-related reasons

Among the 5% of respondents who moved primarily for education-related reasons (15% of those who moved after graduation), two factors tend to stand out: *wanting to attend a particular program that was not available in their area* (59%) and *wanting to attend a particular institution* (38%). Similar to employment-related factors, many factors seem to influence respondents' decision to move to obtain more post-secondary education. In fact, 39% mention two or more factors that influenced their decision to move.

Table 80: Specific education-related reasons for moving after graduation
Q11.What schooling or education-related factors attracted you to this location?

	2009–10 graduates who moved for education reasons (n = 230)
Availability of program in a particular/specialized field	59%
High academic reputation of the program/institution	38%
Wanted to work with particular colleagues or faculty	19%
Offered academic scholarship	17%
Quality of the research facilities	16%
Offered teaching/research assistantship	11%
Where it was located	6%
Was accepted	3%
Offered athletic scholarship	1%
Other	7%

Note: Respondents could give more than one response. Therefore, column will sum to more than 100%.

2011-12 SURVEY OF 2009-10
SASKATCHEWAN POST-SECONDARY GRADUATES

10

Saskatchewan Graduate Retention Program

10.0 Saskatchewan Graduate Retention Program

Among all respondents, slightly more than 7 in 10 are aware of the Saskatchewan Graduate Retention Program, although less than half remember receiving the Graduate Retention Certificate and fewer (4 in 10) used the certificate to claim the rebate on their 2009 and/or 2010 income tax return.

Examining the results by where respondents are currently living, awareness of the program is virtually the same whether respondents live in or outside of Saskatchewan. However, respondents living in Saskatchewan are twice as likely as those living elsewhere to have received the certificate and three times more likely to have used it. Although respondents living outside of Saskatchewan would not be able to claim the rebate, they may have claimed the rebate if they were still living in the province in 2009 or 2010.

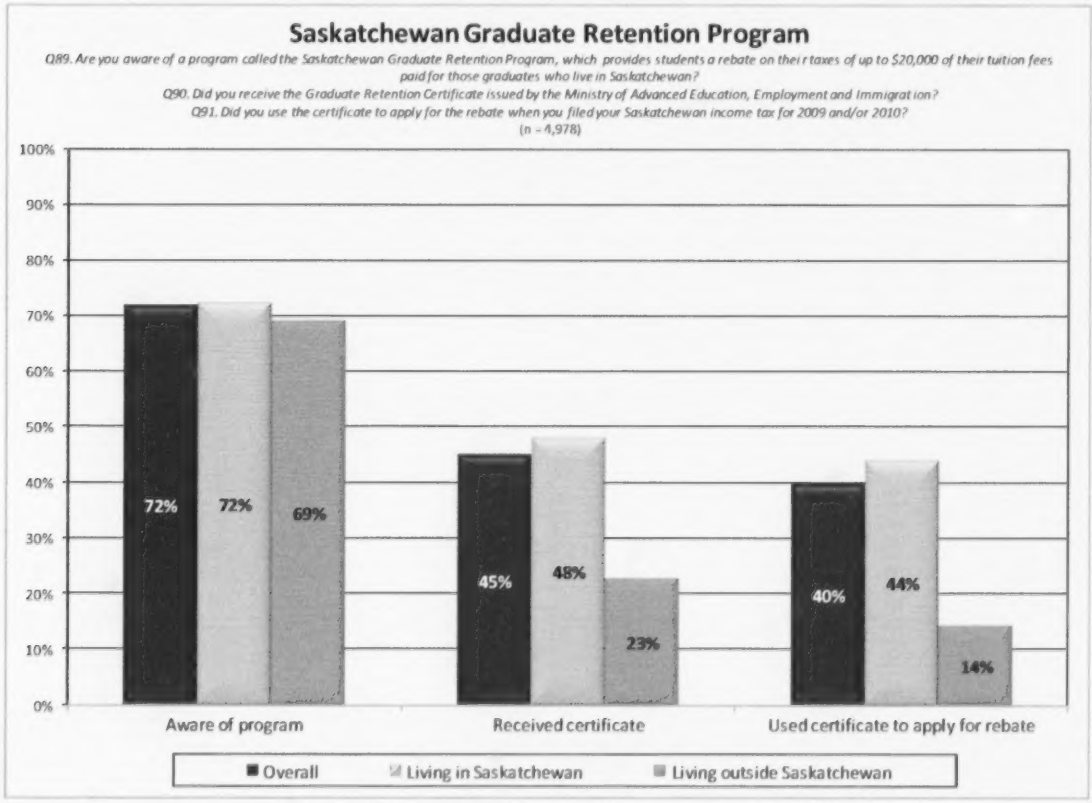

Figure 22

Examining the profile of awareness of the Saskatchewan Graduate Retention Program:

- University of Regina (86%) and University of Saskatchewan (85%) graduates are most likely to have heard of the program, while SIIT (27%) graduates are least likely.
- Respondents aged 23 to 29 are much more likely than younger and older respondents to have heard of the program.
- Non-Aboriginal respondents are more likely than Aboriginal respondents to have heard of the program.
- Respondents who completed a Bachelor's Degree (93%) are more likely than respondents who graduated from other programs to be aware of the program.

Table 81: Profile of Saskatchewan Graduate Retention Program Awareness

	2009–10 graduates (n = 4,978)
Overall	72%
Institution	
University of Regina	**86%**
University of Saskatchewan	**85%**
SIAST	**55%**
SIIT	**27%**
SATCC	**61%**
Private vocational schools	**45%**
Age	
22 and younger	**55%**
23 to 24	**86%**
25 to 29	**81%**
30 to 39	**65%**
40 and older	**61%**
Aboriginal	
Yes	**51%**
No	**74%**
Program	
Certificate or diploma	**54%**
Journeyperson	**61%**
Bachelor's Degree	**93%**
Master's Degree	**66%**
PhD or Doctorate	**76%**

Note: Bolded percentages indicate a statistically significant difference between groups.

When results are examined only for respondents whose 2009-10 program would be eligible for the rebate (i.e., certificate, diploma, journeyperson, or Bachelor's program) and are living in Saskatchewan, they show the following:

- About 3 in 4 (72%) respondents are aware of the Saskatchewan Graduate Retention Program.
- About half (51%) received the certificate and 47% claimed the rebate.

APPENDIX A - FINAL VERSION OF QUESTIONNAIRE

DUMM11:

=> *
if IF ((INSTID=3),1,2)

from 1
at 2

INTR1:

Hello, could I please speak with <fname> <lname>.

Continue	1	=> INTR2
Not home - SET CALLBACK	2	=> /INT01
Does not live here anymore	5	
Wrong number - Never heard of the person	7	=> WRGN
TERMINATE CALL	4	=> /INT01

DNLH:

I'm calling from PRA on behalf of <INSTN> and the Saskatchewan Ministry of Advanced Education, Employment and Immigration to conduct a survey with people who graduated from a post-secondary institution in Saskatchewan in 2009-10. Because <FNAME> graduated in 2009-10, we were hoping we could speak to them to do the survey. Do you have a new telephone number or an email address where we could reach them?

Yes - RECORD ON NEXT SCREEN	1	
No	2	=> /LINFO
No response	3	=> /LINFO

TEL02:

screen [template 8] -> EMAL2

RECORD NEW TELEPHONE NUMBER (BE SURE TO INCLUDE AREA CODE):

9999999999

EMAL2:

RECORD NEW EMAIL (READ BACK TO ENSURE ACCURACY):

$@

INT02:

Thank you. We will try contacting <FNAME> about the study to see if they would like to participate.

New Number Callback	02	=> /NAME
Household member gave new email address	07	=> /BYE

LINFO:

Would you be able to pass on information to <fname> so they could contact us about the survey?

Yes	1	
No - Thank you for your time - TERMINATE - CODE AS 26	2	=> /INT01
No Response - Thank you for your time - TERMINATE - CODE AS 26	3	=> /INT01

INT03:

If they would like to participate in the study, they can call Nicholas Borodenko, the Project Manager, toll-free at 1-888-877-6744 or by email at survey@pra.ca. Thank you for your time today.

Left PRA contact info with household ..... 27 D => /BYE

WRGN:

Just to confirm, is this <tel01> ?

Yes - Thank you for your time. I am sorry for the inconvenience - CODE AS 25.. 1 => /INT01

No 2

No response - TERMINATE - CODE AS 25 ..... 9 => /INT01

WRGN2:

Would you mind telling me what phone number I have reached? (RECORD PHONE NUMBER) Thank you for your time. I am sorry for the inconvenience. CODE AS 25

9999999999

No response ..... 9999999999 => /INT01

INTR2:

I'm calling from PRA on behalf of <INSTN> and the Saskatchewan Ministry of Advanced Education, Employment and Immigration. We are conducting surveys with individuals who graduated from a post-secondary institution in Saskatchewan in 2009-10. You may recently recall receiving a letter about the study. The purpose of the survey is to explore graduates' post-secondary experience and outcomes since graduation. The information will be used by the provincial government and post-secondary institutions to evaluate and improve policies pertaining to post-secondary students and graduates. The survey could take 15 to 20 minutes? May I do it with you now? Passcode: <pin>

Yes, continue ..... 1 => QA1

Refusal / Lost Letter - TERMINATE 2

Will do survey online - CODE AS 03 ..... 7 => /INT01

TERMINATE CALL ..... 4 => /INT01

RFSEM:

We really were hoping to get input from all graduates, especially those who graduated from your program. Just to let you know, there is an option to complete the survey online, that way you can complete it at your convenience. Do you have an email address that you check regularly that we can use to send you a link to the survey?

Yes - RECORD ON NEXT SCREEN 1

No / Refusal - CODE AS 21 ..... 2 => /INT01

EMAL3:

RECORD EMAIL - READ BACK TO RESPONDENT TO ENSURE ACCURACY

$@

INT04:

We will be sending you the link within the next day or two. The subject line will be Saskatchewan Graduate Survey. Thank you very much for your time, and we look forward to your participation in the study.

Request online link (New email given)	06	D	=> /BYE

INT01:

INITIAL CALL STATUS SCREEN

RECORD CALL OUTCOME

Will complete survey online	03		=> /BYE
Scheduled Callback	04		=> /NAME
General Callback	05		=> /NAME
Business line	12		=> /BYE
Household refusal	20		=> /BYE
Respondent refusal	21	O	=> /BYE
Wrong Number - Never heard of the person	25		=> /BYE
Person no longer lives there - No contact info given	26		=> /BYE
Other	50	O	=> /BYE
Language/Health/Hearing problem	60		=> /BYE
Disqualified	70		=> /BYE

QA1:

Before we begin, I would like to verify the information we have for you about your program of studies. You graduated in 2009-10 with a <prog> from <instn>. Is this information correct?

Yes, information is correct	1	=> Q1A
No, program is incorrect	2	
No, institution is incorrect	3	
No, both program and institution are incorrect	4	

QA:

What is the name of your program that is not correct?

PROGRAM NAME:

=> /+1***ERR
if NOT QA1=2,4

QB:

What is the name of your institution that is not correct?

INSTITUTION NAME:

=> /+1***ERR
if NOT QA1=3,4

Q1A:

First, I would like to start by asking some general background questions about the education you may have completed prior to your program. Did you meet the requirements for completing high school by receiving your high school diploma, an adult basic education, or by getting a GED certificate?

High school diploma	01	=> DUM18
Adult Basic Education	02	
GED Certificate	03	
Did not complete high school/not required	00	
Don't know	98	
Refused	99	

Q1B:

The next few questions ask about your education excluding any adult upgrading such as a GED or mature high school. What was the highest grade level you completed in the K to 12 system? PLEASE ENTER GRADE

$R 1 13

Kindergarten	00	X
Don't know	98	X
Refused	99	X

DUM18:

=> *

if IF ((Q1A=01),1,0)

The next few questions ask about your education excluding any adult upgrading such as a GED or mature high school 1

0

Q2:

<dum18> Where were you living when you last attended high school or another grade in the K-12 system?

Regina	01	
Saskatoon	02	
Yorkton	03	
North Battleford	04	
Prince Albert	05	
Swift Current	06	
Moose Jaw	07	
Elsewhere in Saskatchewan (specify city/town/First Nation)	08	O
Elsewhere in Canada (specify city/town/First Nation and province)	09	O
Outside Canada (specify city and country)	10	O
Don't know	98	
No response	99	

Q3:

What year did you last attend school in the K to 12 system?

$R 1950 2011

Don't know	8888	X
No response	9999	X

Q4:

Now thinking about your post-secondary studies not including any adult upgrading. Where were you living when you first applied for post-secondary studies?

Regina	01	
Saskatoon	02	
Yorkton	03	
North Battleford	04	
Prince Albert	05	
Swift Current	06	
Moose Jaw	07	
Elsewhere in Saskatchewan (specify city/town/First Nation)	08	O
Elsewhere in Canada (specify city/town/First Nation and province)	09	O
Outside Canada (specify city and country)	10	O
Don't know	98	
No response	99	

Q5:

In what year did you first begin your post-secondary studies?

$R 1970 2011

Don't know	8888	X
No response	9999	X

Q6:

Did you complete any post-secondary certificates, diplomas, or degrees, prior to enrolling in the <qa>? SELECT ALL THAT APPLY

Yes - completed a certificate(s)	1		
Yes - completed a diploma(s)	2		
Yes - completed a degree(s)	3		
No - did not complete any other post-secondary	4	X	=> Q13A
Don't know	8	X	=> Q13A
No response	9	X	=> Q13A

Q6A1:

How many certificates did you complete prior to enrolling in the <qa> program?

$r 1 7

=> Q6A2
if NOT Q6=1

	1	I
	2	I
	3	I
	4	I
	5	I
	6	I
	7	I
Don't know	8	=> Q6A2
No response	9	=> Q6A2

Q6A1A:

What was the name of the first certificate you completed?

Name of certificate (specify)	66	O
Don't know	98	
No response	99	

Q6A2A:

Where did you complete your <q6a1a:o> certificate?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6A3A:

In what year did you complete this certificate?

$R 1970 2011

Don't know	8888
No response	9999

Q6A1B:

What was the name of the second certificate you completed?

=> /Q6A2
if Q6A1=1

Name of certificate (specify)	66	O
Don't know	98	
No response	99	

Q6A2B:

Where did you complete your <q6a1b:o> certificate?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6A3B:

In what year did you complete this certificate?
$R 1970 2011
Don't know 8888
No response 9999

Q6A1C:

What was the name of the third certificate you completed?

=> /Q6A2
if Q6A1=1,2

Name of certificate (specify) ..... 66 O
Don't know 98
No response 99

Q6A2C:

Where did you complete your <q6a1c:o> certificate?
University of Regina (including federated colleges) 01
University of Saskatchewan (including federated colleges) 02
SIAST 03
SIIT 04
Private vocational school (specify name of school) ..... 05 O
Regional college 06
Saskatchewan Apprenticeship and Trade Certification Commission 07
Other Saskatchewan Institution (specify name of institution) ..... 08 O
Other Non-Saskatchewan Institution (specify institution, city, province) ..... 09 O
Don't know 98
Refused 99

Q6A3C:

In what year did you complete this certificate?
$R 1970 2011
Don't know 8888
No response 9999

Q6A1D:

What was the name of the fourth certificate you completed?

=> /Q6A2
if Q6A1=1,2,3

Name of certificate (specify) ..... 66 O
Don't know 98
No response 99

Q6A2D:

Where did you complete your <q6a1d:o> certificate?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6A3D:

In what year did you complete this certificate?

$R 1970 2011

Don't know	8888
No response	9999

Q6A2:

How many diplomas did you complete prior to enrolling in the <qa> program?

$r 1 7

=> /Q6A3
if NOT Q6=2

	1	I	
	2	I	
	3	I	
	4	I	
	5	I	
	6	I	
	7	I	
Don't know	8		=> Q6A3
No response	9		=> Q6A3

Q6B1A:

What was the name of the first diploma you completed?

Name of diploma (specify)	66	O
Don't know	98	
No response	99	

Q6B2A:

Where did you complete your <q6b1a:o> diploma?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6B3A:

In what year did you complete this diploma?

$R 1970 2011

Don't know	8888
No response	9999

Q6B1B:

What was the name of the second diploma you completed?

=> /Q6A3

if Q6A2=1

Name of diploma (specify)	66	O
Don't know	98	
No response	99	

Q6B2B:

Where did you complete your <q6b1b:o> diploma?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6B3B:

In what year did you complete this diploma?

$R 1970 2011

Don't know	8888
No response	9999

Q6B1C:

What was the name of the third diploma you completed?

=> /Q6A3
if Q6A2=1,2

Name of diploma (specify)	66	O
Don't know	98	
No response	99	

Q6B2C:

Where did you complete your <q6b1c:o> diploma?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6B3C:

In what year did you complete this diploma?

$R 1970 2011

Don't know	8888
No response	9999

Q6B1D:

What was the name of the fourth diploma you completed?

=> /Q6A3
if Q6A2=1,2,3

Name of diploma (specify)	66	O
Don't know	98	
No response	99	

Q6B2D:

Where did you complete your <q6b1d:o> diploma?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6B3D:

In what year did you complete this diploma?
$R 1970 2011
Don't know 8888
No response 9999

Q6A3:

How many degrees did you complete prior to enrolling in the <qa> program?
$r 1 7

=> /Q13A
if NOT Q6=3

..... 1 I
..... 2 I
..... 3 I
..... 4 I
..... 5 I
..... 6 I
..... 7 I
Don't know ..... 8 => Q13A
No response ..... 9 => Q13A

Q6C1A:

What was the name of the first degree you completed?
Name of diploma (specify) ..... 66 O
Don't know 98
No response 99

Q6C2A:

Where did you complete your <q6c1a:o> degree?
University of Regina (including federated colleges) 01
University of Saskatchewan (including federated colleges) 02
SIAST 03
SIIT 04
Private vocational school (specify name of school) ..... 05 O
Regional college 06
Saskatchewan Apprenticeship and Trade Certification Commission 07
Other Saskatchewan Institution (specify name of institution) ..... 08 O
Other Non-Saskatchewan Institution (specify institution, city, province) ..... 09 O
Don't know 98
Refused 99

Q6C3A:

In what year did you complete this degree?
$R 1970 2011
Don't know 8888
No response 9999

Q6C1B:

What was the name of the second degree you completed?

=> /Q13A
if Q6A3=1

Name of degree (specify)	66	O
Don't know	98	
No response	99	

Q6C2B:

Where did you complete your <q6c1b:o> degree?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6C3B:

In what year did you complete this degree?

$R 1970 2011

Don't know	8888
No response	9999

Q6C1C:

What was the name of the third degree you completed?

=> /Q13A
if Q6A3=1,2

Name of degree (specify)	66	O
Don't know	98	
No response	99	

Q6C2C:

Where did you complete your <q6c1c:o> degree?

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional college	06	
Saskatchewan Apprenticeship and Trade Certification Commission	07	
Other Saskatchewan Institution (specify name of institution)	08	O
Other Non-Saskatchewan Institution (specify institution, city, province)	09	O
Don't know	98	
Refused	99	

Q6C3C:

In what year did you complete this degree?
$R 1970 2011
Don't know 8888
No response 9999

Q6C1D:

What was the name of the fourth degree you completed?

=> /Q13A
if Q6A3=1,2,3

Name of degree (specify) ..... 66 O
Don't know 98
No response 99

Q6C2D:

Where did you complete your <q6c1d:o> certificate?
University of Regina (including federated colleges) 01
University of Saskatchewan (including federated colleges) 02
SIAST 03
SIIT 04
Private vocational school (specify name of school) ..... 05 O
Regional college 06
Saskatchewan Apprenticeship and Trade Certification Commission 07
Other Saskatchewan Institution (specify name of institution) ..... 08 O
Other Non-Saskatchewan Institution (specify institution, city, province) ..... 09 O
Don't know 98
Refused 99

Q6C3D:

In what year did you complete this degree?
$R 1970 2011
Don't know 8888
No response 9999

Q13A:

screen [template 3] -> Q13G

The next set of questions relate specifically to benefits you may have received from the <qa> you completed. Please rate these situations using a 5-point scale where 1 means "not at all" and 5 means "to a great extent". If some of these benefits are not applicable please indicate so. To what extent did the program you completed provide you with.....

	1 - Not at all	2	3	4	5 - To a great extent	Not applicable	Don't Know	No response
A designation you needed for a job or a specific career you had in mind	1	2	3	4	5	7	8	9
Skills or knowledge you needed for a job or specific career you had in mind	1	2	3	4	5	7	8	9
General skills and knowledge relevant for employment	1	2	3	4	5	7	8	9
In-depth knowledge of a particular field of study you were interested in	1	2	3	4	5	7	8	9
An opportunity to improve yourself	1	2	3	4	5	7	8	9
Chances of improved income	1	2	3	4	5	7	8	9
Improved employment opportunities	1	2	3	4	5	7	8	9

Q14A:

screen [template 3] -> Q14C

The following questions examine how satisfied you are with your educational experience in the program. Overall, how satisfied are you with....

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know	No response
The quality of teaching in your program	1	2	3	4	8	9
The program's content	1	2	3	4	8	9
The overall quality of your educational experience	1	2	3	4	8	9

Q15:

Based on the overall quality of your educational experience, would you recommend your program to others?

Yes ..... 1 => Q17
No 2
Don't know ..... 8 => Q17
Refused ..... 9 => Q17

Q16:

Why would you not recommend the program to others?

Response (specify)	66	O
Don't know	88	X
Refused	99	X

Q17:

Not including credits transferred from other institutions, what proportion of the program's course load did you take through correspondence or another type of distance education like internet, television, or audio?

None	1	=> Q19
Less than half	2	
About half	3	
More than half	4	
All of it	5	
Don't know	8	=> Q19
Refused	9	=> Q19

Q17A:

What was the main reason for taking correspondence or distance education courses as part of your program?

Response (specify)	66	O
Don't know	88	X
Refused	99	X

Q18:

What institution did you take your correspondence or distance education courses from?

Response (specify)	66	O
Don't know	88	X
Refused	99	X

Q19:

Did you take all or a portion of your program at a Saskatchewan Regional College? (Colleges include Northlands College, Cumberland College, North West Regional College, Great Plains College, Carlton Trail Regional College, Parkland, South East Regional College)

Yes	1	
No	2	=> Q7
Don't know	8	=> Q7
Refused	9	=> Q7

Q20:

What proportion of your program was taken at a regional college? (Colleges include Northlands College, Cumberland College, North West Regional College, Great Plains College, Carlton Trail Regional College, Parkland, South East Regional College)

Less than half	1	
About half	2	
More than half	3	
All of it	4	
Don't know	8	
Refused	9	

Q7:

Now I would like to ask some questions about where you currently are living. Do you presently live in a different city or town from that in which you were living in at the time of your graduation from the <qa>?

Yes	1	
No	2	=> Q21
Don't know	8	=> Q21
Refusal	9	=> Q21

Q8:

Where are you currently living?

Regina	01	
Saskatoon	02	
Yorkton	03	
North Battleford	04	
Prince Albert	05	
Swift Current	06	
Moose Jaw	07	
Elsewhere in Saskatchewan (specify)	08	O
Elsewhere in Canada (specify)	09	O
Outside Canada (specify)	10	O
Don't know	88	
Refused	99	

Q9:

What was your primary reason for moving?

Employment related reasons	01	
Schooling/education reasons	02	
Marriage or a relationship with a significant other	03	
Other family related reason	04	
Other (specify)	66	O
Don't know	88	X
No Response	99	X

Q10:

What specific aspects of the job or other employment related factors attracted you to this location? (CHECK ALL THAT APPLY) (DO NOT READ)

=> /+1***ERR
if NOT Q9=01

Higher salary	01	
Lower taxes	02	
Better employment benefits/perks	03	
Wanted to work with particular colleagues or superiors	04	
Wanted to work for a particular company/organization	05	
Wanted to work in the centre of excellence for my field	06	
Better career advancement opportunities	07	
Greater availability of jobs in general	08	
Company transfer	09	
Other employment related reasons (please specify)	66	O
Don't know	88	X
No response	99	X

Q11:

What schooling or education-related factors attracted you to this location? (CHECK ALL THAT APPLY)

=> /+1***ERR
if NOT Q9=02

Wanted to work with particular colleagues or faculty (including supervisors)	01	
Quality of the research facilities	02	
High academic reputation of the program/institution	03	
Availability of program in a particular/specialized field	04	
Offered academic scholarship	05	
Offered athletic scholarship	06	
Offered teaching/research assistantship	07	
Other school related reasons (please specify)	66	O
Don't know	88	X
No Response	99	X

Q21:

I would now like to ask you about any further studies you may have undertaken since completing your <qa>. Since completing the program in 2009-10, have you been enrolled in any post-secondary program for credit leading toward a degree, diploma, or certificate, excluding community programs and general interest courses?

Yes	1	
No	2	=> Q12A
Don't know	8	=> Q12A
Refused	9	=> Q12A

Q22:

How many programs have you taken since completing your program in 2009-10?
$R 1 7

	1 I
	2 I
	3 I
	4 I
	5 I
	6 I
	7 I
Don't know	8
Refused	9

DUMM1:

=> *
if IF ((Q22=1), 1,2)

this program	1
these programs. I would like to begin with the oldest program and end with the most recent.	2

Q26A:

Now I would like to collect information about <dumm1> Did you complete this program?

Yes	1	=> DUMM2
No	2	
Don't know	8	
Refused	9	

Q25A:

Are you currently enrolled in this program on a full or part time basis?

Full-time	1
Part-time	2
No longer enrolled	3
Don't know	8
Refused	9

DUMM2:

=> *
if IF ((Q25A=1,2), 1,2)

are	1
were	2

Q23A:

At which post-secondary institution <dumm2> you taking the program? (DO NOT READ)

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional College	06	
Other Saskatchewan Institution (specify name of institution)	07	O
Other Non-Saskatchewan Institution (specify institution, city, province)	08	O
Don't know	88	
Refused	99	

DUMM3:

=> *
if IF ((Q26A=1), 1,2)

did you receive	1
were you working towards	2

Q24A:

What type of credential <dumm3> in this program?

Certificate	01	
Diploma	02	
Journeyperson Status or Trade Certificate	03	
Undergraduate degree	04	
Professional Degree (e.g. Law, Dentistry, Medicine)	05	
Master's degree	06	
PhD	07	
Professional designation (e.g. Accounting designation, medical residency)	08	
Other (specify)	66	O
Don't know	88	
Refused	99	

Q26B:

Now thinking about your second program, did you complete the program?

=> Q27
if Q22=1

Yes	1	=> DUMM4
No	2	
Don't know	8	
Refused	9	

Q25B:

Are you currently enrolled in this program on a full or part time basis?

Full-time	1
Part-time	2
No longer enrolled	3
Don't know	8
Refused	9

DUMM4:

=> *
if IF ((Q25B=1,2), 1,2)

are 1
were 2

Q23B:

At which post-secondary institution <dumm4> you taking the program? (DO NOT READ)

University of Regina (including federated colleges) 01
University of Saskatchewan (including federated colleges) 02
SIAST 03
SIIT 04
Private vocational school (specify name of school) ..... 05 O
Regional College 06
Other Saskatchewan Institution (specify name of institution) ..... 07 O
Other Non-Saskatchewan Institution (specify institution, city, province) ..... 08 O
Don't know 88
Refused 99

DUMM5:

=> *
if IF ((Q26B=1), 1,2)

did you receive 1
were you working towards 2

Q24B:

What type of credential <dumm5> in this program?

Certificate 01
Diploma 02
Journeyperson Status or Trade Certificate 03
Undergraduate degree 04
Professional Degree (e.g. Law, Dentistry, Medicine) 05
Master's degree 06
PhD 07
Professional designation (e.g. Accounting designation, medical residency) 08
Other (specify) ..... 66 O
Don't know 88
Refused 99

Q26C:

Now thinking about your third program, did you complete the program?

=> /Q27
if Q22=1,2

Yes ..... 1 => DUMM6
No 2
Don't know 8
Refused 9

Q25C:

Are you currently enrolled in this program on a full or part time basis?

Full-time	1	
Part-time	2	
No longer enrolled	3	
Don't know	8	
Refused	9	I

DUMM6:

=> *
if IF ((Q25C=1,2), 1,2)

are	1
were	2

Q23C:

At which post-secondary institution <dumm6> you taking the program? (DO NOT READ)

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional College	06	
Other Saskatchewan Institution (specify name of institution)	07	O
Other Non-Saskatchewan Institution (specify institution, city, province)	08	O
Don't know	88	
Refused	99	

DUMM7:

=> *
if IF ((Q26C=1), 1,2)

did you receive	1
were you working towards	2

Q24C:

What type of credential <dumm7> in this program?

Certificate	01	
Diploma	02	
Journeyperson Status or Trade Certificate	03	
Undergraduate degree	04	
Professional Degree (e.g. Law, Dentistry, Medicine)	05	
Master's degree	06	
PhD	07	
Professional designation (e.g. Accounting designation, medical residency)	08	
Other (specify)	66	O
Don't know	88	
Refused	99	

Q26D:

Now thinking about your fourth program, did you complete the program?

=> /+1***ERR
if Q22=1,2,3

Yes	1	=> DUMM8
No	2	
Don't know	8	
Refused	9	

Q25D:

Are you currently enrolled in this program on a full or part time basis?

Full-time	1
Part-time	2
No longer enrolled	3
Don't know	8
Refused	9

DUMM8:

=> *
if IF ((Q25D=1,2), 1,2)

are	1
were	2

Q23D:

At which post-secondary institution <dumm8> you taking the program? (DO NOT READ)

University of Regina (including federated colleges)	01	
University of Saskatchewan (including federated colleges)	02	
SIAST	03	
SIIT	04	
Private vocational school (specify name of school)	05	O
Regional College	06	
Other Saskatchewan Institution (specify name of institution)	07	O
Other Non-Saskatchewan Institution (specify institution, city, province)	08	O
Don't know	88	
Refused	99	

DUMM9:

=> *
if IF ((Q26D=1), 1,2)

did you receive	1
were you working towards	2

Q24D:

What type of credential <dumm9> in this program?

Certificate	01	
Diploma	02	
Journeyperson Status or Trade Certificate	03	
Undergraduate degree	04	
Professional Degree (e.g. Law, Dentistry, Medicine)	05	
Master's degree	06	
PhD	07	
Professional designation (e.g. Accounting designation, medical residency)	08	
Other (specify)	66	O
Don't know	88	
Refused	99	

Q27:

Q27. What was the main reason why you decided to pursue additional studies? (DO NOT READ)

Wanted to change fields	01	
Lack of suitable employment opportunities	02	
Wanted to study at an advanced level	03	
General Interest/Personal Development	04	
For career advancement	05	
Other (please specify)	66	O
Don't know	88	
Refused	99	

Q12A:

screen [template 3] -> Q12Q

The following questions examine the degree to which your entire post-secondary education added to your skills, knowledge, and abilities. Please rate these statements using a 5 point scale where 1 means "not at all" and 5 means "to a great extent". If a statement is not applicable please indicate so. Reflecting on your entire post-secondary experience do you feel that it has helped you to								
	1 - Not at all	2	3	4	5 - Great extent	Not applicable	Don't know	No response
Effectively solve problems	1	2	3	4	5	7	8	9
Speak effectively	1	2	3	4	5	7	8	9
Write clearly and concisely	1	2	3	4	5	7	8	9
Resolve conflicts	1	2	3	4	5	7	8	9
Learn independently	1	2	3	4	5	7	8	9
Develop leadership skills	1	2	3	4	5	7	8	9
Develop awareness of ethical issues	1	2	3	4	5	7	8	9
Appreciate other cultures	1	2	3	4	5	7	8	9
Develop computer skills	1	2	3	4	5	7	8	9
Develop research skills	1	2	3	4	5	7	8	9
Develop mathematical skills	1	2	3	4	5	7	8	9
Develop interpersonal skills	1	2	3	4	5	7	8	9
Prepare for advanced study	1	2	3	4	5	7	8	9
Develop decision making skills	1	2	3	4	5	7	8	9
Appreciate the Arts and Literature	1	2	3	4	5	7	8	9
Think critically	1	2	3	4	5	7	8	9
Develop occupational and workplace skills	1	2	3	4	5	7	8	9

Q59A:

screen [template 3] -> Q59O

The next questions ask about financial assistance you may have accessed as a post-secondary student. Have you ever used any of the following sources to support the costs of your post-secondary education, including the program you graduated from in 2009-10 and any other post-secondary programs or courses you may have taken? Have you ever used				
	Yes	No	Don't know	Refusal
Parents, including money or benefits such as free room and board	1	☐	8	9
Grandparents, spouse/partner, friends, other relatives, including money or benefits such as free room and board	1	☐	8	9
Canada or Saskatchewan Government Student loans	1	☐	8	9
Bank Loans or Bank Lines of Credit	1	☐	8	9
Credit Cards	1	☐	8	9
Personal savings	1	☐	8	9
Research or teaching assistantships	1	☐	8	9
Sponsorship by a First Nation band or Aboriginal funding program	1	☐	8	9
Government Scholarships, grants, or bursaries	1	☐	8	9
Non-Government Scholarships, grants, or bursaries	1	☐	8	9
Employment earnings during your program of study including summer jobs	1	☐	8	9
Employment Insurance	1	☐	8	9
Workers' Compensation	1	☐	8	9
Sponsorship by an employer	1	☐	8	9
RESP/RRSP's	1	☐	8	9

Q60:

Did you receive any financing from any other source not already mentioned?

Yes (specify)	66	O
No	00	X
Don't know	88	X
Refused	99	X

Q64:

Q64. At any time when taking your post-secondary studies, did you apply for a government student loan?

=> /Q67A1
if Q59C=1

Yes	1	
No	2	=> Q66
Don't know	8	=> Q66
Refused	9	=> Q66

Q65:

Q65. What is the main reason you did not receive a government student loan?

Parent's income too high	01	
Your income was too high	02	
Spouse's income was too high	03	
Assets too high	04	
Not taking 60% of the course load/part-time student	05	
Didn't meet residency requirements	06	
Program did not qualify for government student loans	07	
Other (please specify)	66	O
Don't know	88	
Refused	99	

Q66:

Q66. What is the main reason you have not applied for a government student loan?

=> /+1***ERR
if Q64=1,8,9

Did not need one	01	
Thought would not qualify	02	
Didn't know how to apply	03	
Application process is to cumbersome/confusing	04	
Didn't meet residency requirements	05	
Prefer to borrow elsewhere	06	
On principle not willing to go into debt to pay for school	07	
Not able to borrow enough	08	
Program did not qualify for government student loans	09	
Other (please specify)	66	O
Don't know	88	
Refused	99	

Q67A1:

When you completed your program, how much did you owe to support the costs of your post-secondary education? Please include the program you graduated from in 2009-10 and any other post-secondary programs or courses you may have taken.

$R 1 850000

I did not owe anything at the end of my studies	000000	X	=> Q74A
Don't know	888888	X	=> Q74A
Refused	999999	X	=> Q74A

Q67B:

How much of this debt was from your <qa> ?
$R 0 850000
Don't know ..... 888888 X => Q67
Refused ..... 999999 X => Q67

WRN1:

The amount you owed from your <qa> was MORE than you owed for your entire post-secondary studies. It should be less than or equal to that amount. Amount owed for entire post-secondary studies: <q67a1> Amount owed for <qa>: <q67B> Please revise your answers.

=> /+1***ERR
if Q67B==Q67A1 OR Q67B<Q67A1

REVISE ANSWERS ..... 1 D => /Q67A1

Q67:

When you completed your program how much did you owe in government student loans? This includes government loans for the program in which you completed in 2009-10 as well as other post secondary education you may have taken.
$R 1 500000

=> /Q69
if Q59C=2,8,9

I did not owe anything at the end of my studies ..... 000000 X => Q72
Don't' know ..... 888888 X => Q72
Refusal ..... 999999 X => Q72

Q67A2:

How much of this was from your <qa> ?
$R 0 500000

=> /+1***ERR
if Q6=4,8,9

Don't know ..... 888888 X => Q70
Refused ..... 999999 X => Q70

WRN2:

The amount you owed from your <qa> was MORE than you owed for your entire post-secondary studies. It should be less than or equal to that amount. Government student loans owed for entire post-secondary studies: <q67> Government student loans owed for <qa>: <q67a2> Please revise your answers.

=> /+1***ERR
if Q67A2==Q67 OR Q67A2<Q67

REVISE ANSWERS ..... 1 D => /Q67

Q70:

Right now, how much do you owe to government student loan programs?
$R 0 500000
Don't know ..... 888888 X
Refused ..... 999999 X

Q72:

Have you experienced any difficulties in repaying your government student loans?
Yes 1
No ..... 2 => Q69
Don't know ..... 8 => Q69
Refused ..... 9 => Q69

Q73:

What steps did you take to deal with these difficulties? (DO NOT READ)
Contacted service provider/bank to get more information/identify options 01
Called Saskatchewan Student Loans to get more information/identify options 02
Went on interest relief 03
Borrowed money from family/friends 04
Avoided the situation 05
Did nothing 06
Applied for interest relief 07
Other (specify) ..... 66 O
Don't know 88
Refused 99

Q69:

When you completed the program, how much did you owe to banks for student loans/lines of credit, or credit cards?
$R 0 500000

=> /Q74A
if Q59D=2

Nothing ..... 000000 X => Q74A
Don't know ..... 888888 X => Q74A
Refused ..... 999999 X => Q74A

Q71:

Now, how much do you owe to bank student loan programs and/or student lines of credit?
$R 0 500000
Don't know ..... 888888 X
No response ..... 999999 X

Q74A:

Over your entire post-secondary experience, how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies from... Government sources

$R 0 100000

=> /+1***ERR
if NOT Q59I=1

Don't know	888888	X
No response	999999	X

Q74B:

Over your entire post-secondary experience, how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies from... Non-government sources

$R 0 100000

=> /+1***ERR
if NOT Q59J=1

Don't know	888888
No response	999999

Q75:

Please rate your level of agreement with the following statement: "I consider the <qa> to be worth the financial cost to me and/or my family".

Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4
Don't know	8
Refused	9

Q61:

Were you employed while taking your program, not including course related employment (i.e. indentured employment, internships, co-op jobs, etc.) or summer positions? (INTERVIEWER NOTE: Employment includes Teaching or Research Assistantships.)

Yes	1	
No	2	=> Q28
Don't know	8	=> Q28
Refused	9	=> Q28

Q62:

Q62. On average, how many hours a week were you employed during your program, not including course related employment (i.e. indentured work, internships, co-op jobs, etc.) or summer positions?

$R 0 100

Don't know	888	X
Refused	999	X

Q63:

Q63. What were the main reasons why you were employed during your program? (DO NOT READ)

Needed funds to support studies	01	
Wanted to build my CV/resume: needed experience	02	
Didn't get enough funding through student loans	03	
Wanted to reduce the amount of debt accumulated	04	
Needed funds to support lifestyle (i.e. social life, etc.)	05	
Couldn't get into the classes I wanted, so had extra time	06	
Needed to maintain an ongoing position in a job	07	
Other (please specify)	66	O
Don't know	88	
Refused	99	

Q28:

The following questions relate to your employment since completing your <qa>. Do you currently have one or more paying jobs, including self-employment and seasonal positions?

Yes	1	
No	2	=> Q31
Don't know	8	=> Q31
Refused	9	=> Q31

Q29:

How many paying jobs do you have?

$R 1 7

	1	I
	2	I
	3	I
	4	I
	5	I
	6	I
	7	I
Don't know	8	
Refused	9	

DUM10:

=> *

if IF ((Q29=2,3,4,5,6,7), 1,0)

I now would like you to think about your main job, that is, the job where you work the most hours. 1

0

Q30:

<dum10> Are you self-employed in your job?

Yes	1	=> Q34
No	2	=> Q34
Don't know	8	=> Q34
Refused	9	=> Q34

Q31:

Are you currently looking for a job?

Yes	1	
No	2	=> Q33
Don't know	8	=> Q55
Refused	9	=> Q55

Q32:

What is the main reason you currently do not have a job? (DO NOT READ)

Own illness or disability	01	
Caring for own children	02	
Caring for elder relative (60 years of age or older)	03	
Maternity leave (females only)	04	
Other personal or family responsibilities	05	
Cannot find employment in area, or suited to skills	06	
Salary is too low in jobs available	07	
Could not find employment with 30 or more hours per week	08	
Lost job, laid off or job ended	09	
Going to school	10	
Need more education/training	11	
Unable to obtain required licence, trade certificate or union membership	12	
Other (specify)	66	O
Don't know	88	
Refused	99	

Q33:

What is the main reason you are not looking for a job? (DO NOT READ)

=> Q55
if Q31=1

Own illness or disability	01	
Caring for own children	02	
Caring for elder relative (60 years of age or older)	03	
Maternity leave (females only)	04	
Other personal or family responsibilities	05	
Believe no employment available (in area, or suited to skills)	06	
Going to school	07	
Waiting for recall (to former employer or seasonal job)	08	
Waiting for replies from employer	09	
Discouraged with looking	10	
Traveling/taking time off	11	
Other (specify)	66	O
Don't know	88	
Refused	99	

Q34:

Is your job permanent, temporary or seasonal? Permanent means there is no indication when the job will end. Temporary means the job will terminate at some specified time and is not seasonal. Seasonal means the job is permanent, but cyclical with the change of the season.

=> /Q55
if NOT Q28=1

Permanent	1	
Temporary (includes contract, term-certain, etc.)	2	
Seasonal	3	
Don't know	8	
Refused	9	

Q35:

What sector best describes the organization you work? (DO NOT READ)

Agriculture, Forestry, Fishing and Hunting	01	
Mining, Oil and Gas	02	
Utilities	03	
Construction	04	
Manufacturing	05	
Wholesale Trade	06	
Retail Trade	07	
Transportation and Warehousing	08	
Telecommunications and Information	09	
Finance and Insurance	10	
Real Estate and Rental and Leasing	11	
Professional, Scientific and Technical Services	12	
Management of Companies and Enterprises	13	
Administrative and Support	14	
Waste Management and Remediation Services	15	
Education Services	16	
Health Care and Social Assistance	17	
Arts, Entertainment and Recreation	18	
Accommodation and Food Services	19	
Public Administration	20	
Other Services (Please specify)	21	O
Don't know	88	
Refused	99	

Q37:

What is your job title? (GET FULL DESCRIPTION OF THE PERSONS JOB)

Record Response	6666	O
Don't know	8888	X
Refused	9999	X

Q39:

What is the total number of hours you usually work per week in your current job?

$R 0 168

Don't know	888	X	=> Q41
Refused	999	X	=> Q41

Q40:

You indicated you are working less than 30 hours per week in your current job. Is this by choice?

=> /+1***ERR
if Q39>29

Yes	1		
No	2		
Don't know	8		
Refused	9		

Q41:

What is the easiest way for you to tell us your wage or salary, including tips and commissions, before taxes and other deductions for your current job? Would it be:

Yearly	01		=> Q44
Hourly	02		
Daily	03		
Weekly	04		
Bi-weekly/every two weeks	05		
Semi monthly/twice a month	06		
Monthly	07		
Other (specify)	66	O	=> Q44
Don't know	88		=> Q44
No response	99		=> Q45A

Q42:

Working your usual hours at your current job, approximately what is your <q41> wage or salary in Canadian dollars, before taxes and deductions, including gratuities, commission and other earnings?

$R.2 0.50 100000.00

Don't know	888888888	X	=> Q45A
Refused	999999999	X	=> Q45A

DUM11:

SKIP THOSE WHO GAVE US THEIR HOURLY WAGE (Q91=01) BUT DK/NR THE AMOUNT OF HOURS WORKED A WEEK (Q89=88,99) TO Q94.

=> Q45A
else => +1
if Q41=01 AND Q39=888,999

DUM12:

=> *
if IF ((Q41=02), (Q42*Q39)*52, 0000000000)

0000000000

DUM13:

=> *
if IF ((Q41=03), (Q42*250), 0000000000)

..... 0000000000

DUM14:

=> *
if IF ((Q41=04), (Q42*52), 0000000000)

..... 0000000000

DUM15:

=> *
if IF ((Q41=05), (Q42*26), 0000000000)

..... 0000000000

DUM16:

=> *
if IF ((Q41=06), (Q42*24), 0000000000)

..... 0000000000

DUM17:

=> *
if IF ((Q41=07), (Q42*12), 0000000000)

..... 0000000000

Q43:

Based on what you have told me, your total expected annual income from your current job before deductions is calculated to be $<dum12><dum13><dum14><dum15><dum16><dum17>. Does this sound about right?

Yes	1	=> Q45A
No	2	
Don't know	8	
Refused	9	=> Q45A

Q44:

What is your approximate annual income in Canadian dollars from your current job before deductions including gratuities, commission, and other earnings?

$R 0 750000

Don't know	888888	X
Refused	999999	X

Q45A:

screen [template 3] -> Q45C

Please rate these statements using a 5-point scale where 1 means "not related", 3

means "somewhat related" and 5 means "very related". How related is your current (main) job to.....							
	1 - Not related	*2*	*3*	*4*	*5 - Very related*	*Don't know*	*No response*
The subject-area knowledge you acquired	☐	☐	☐	☐	☐	☐	☐
The general knowledge and skills you acquired	☐	☐	☐	☐	☐	☐	☐
Overall, how related is your current job to the program from which you graduated in 2009-10	☐	☐	☐	☐	☐	☐	☐

Q46:

Why are you in a job that is not more related to the <qa> you completed? (DO NOT READ)

=> /+1***ERR
if Q45C=5

Better pay at present job	01	
Could not find a job related to education/training	02	
Education/training was inadequate to get a job	03	
Tried job related to education/training and found I did not like it	04	
Didn't complete all education/training requirements	05	
Still enrolled in school	06	
Not looking for a job related to my education/training	07	
Not enough experience	08	
Other (please specify)	66	O
Don't know	88	X
Refused	99	X

Q47:

When you were selected for your current job, what was the minimum level of education/training needed to get the job? (DO NOT READ)

=> /Q50
if Q30=1

Elementary or junior high school	01	
Some high school	02	
High school diploma	03	
Some post-secondary	04	
Completed college, technical institute or apprenticeship program	05	
Completed Bachelor degree	06	
Completed Master's degree	07	
Completed PhD	08	
Other (specify)	66	O
Don't know	88	X
Refused	99	X

Q48:

How helpful was your education and training in getting your current job?

Very Helpful	1
Somewhat Helpful	2
Not at all Helpful	3
Don't know	8
Refused	9

Q49:

Given your education and training how qualified do you feel you are for your current job?

Very under-qualified	1
Somewhat under-qualified	2
Qualified	3
Somewhat overqualified	4
Very overqualified	5
Don't know	8
Refused	9

Q50:

Overall, how satisfied are you with your current (main) job? Would you say you are .... ?

Very Dissatisfied	1
Dissatisfied	2
Satisfied	3
Very Satisfied	4
Don't know	8
Refused	9

Q51:

Now thinking about all the other jobs you work other than your main job... What is the total number of hours you usually work per week in your other jobs combined?

$R 0 100

=> Q55
if Q29=1,8,9

Don't know	888	X
Refused	999	X

Q52:

What is the easiest way for you to tell us your wage or salary of your other jobs, including tips and commissions, before taxes and other deductions for all other jobs combined? Would it be:

Yearly	01		=> Q54
Hourly	02		
Daily	03		
Weekly	04		
Bi-weekly/every two weeks	05		
Semi monthly/twice a month	06		
Monthly	07		
Other (specify)	66	O	=> Q54
Don't know	88		=> Q54
No response	99		=> Q55

Q53:

Approximately what is your <Q52> wage or salary in Canadian dollars, before taxes and deductions, including gratuities, commission and other earnings for all other jobs combined?

$R 0 500000

Don't know	888888	X
Refused	999999	X

Q54:

What is your approximate annual income in Canadian dollars for all other jobs combined before deductions including gratuities, commission, and other earnings?

$R 0 750000

=> /+1***ERR
if NOT Q52=01,66,88

Don't know	888888	X
Refused	999999	X

Q55:

Now I would like to ask you about other employers you have worked for since completing your <qa>. Excluding jobs you currently have, how many jobs have you held since graduation?

$R 1 20

None	00	X	=> Q89
Don't know	88	X	=> Q89
Refused	99	X	=> Q89

Q56A:

In your first job after graduation, were you a paid worker or self-employed?

Paid worker	1
Self-employed	2
Don't know	8
Refused	9

Q57A:

Was your first job permanent, temporary, or seasonal?

Permanent 1
Temporary (includes contract, term-certain, etc.) 2
Seasonal 3
Don't know 8
Refused 9

Q58A:

Using a scale from 1 to 5 where 1 is not related, 3 is somewhat related, and 5 is very related.... Thinking back to your first job after graduating, how related was this job to your studies in your program?

1 - Not related 1
2 2
3 - Somewhat related 3
4 4
5 - Very related 5
Don't know 8
No response 9

Q56B:

In your second job after graduation, were you a paid worker or self-employed?

=> /Q89
if Q55==1

Paid worker 1
Self-employed 2
Don't know 8
Refused 9

Q57B:

Was your second job permanent, temporary, or seasonal?

Permanent 1
Temporary (includes contract, term-certain, etc.) 2
Seasonal 3
Don't know 8
Refused 9

Q58B:

Thinking back to your second job after graduating, how related was this job to your studies in your program? (PROMPT: Using a scale from 1 to 5 where 1 is not related, 3 is somewhat related, and 5 is very related.)

1 - Not related 1
2 2
3 - Somewhat related 3
4 4
5 - Very related 5
Don't know 8
No response 9

Q56C:

In your third job after graduation, were you a paid worker or self-employed?

=> /Q89
if Q55==2

Paid worker 1
Self-employed 2
Don't know 8
Refused 9

Q57C:

Was your third job permanent, temporary, or seasonal?

Permanent 1
Temporary (includes contract, term-certain, etc.) 2
Seasonal 3
Don't know 8
Refused 9

Q58C:

Thinking back to your third job after graduating, how related was this job to your studies in your program? (PROMPT: Using a scale from 1 to 5 where 1 is not related, 3 is somewhat related, and 5 is very related.)

1 - Not related 1
2 2
3 - Somewhat related 3
4 4
5 - Very related 5
Don't know 8
No response 9

Q56D:

In your fourth job after graduation, were you a paid worker or self-employed?

=> /Q89
if Q55==3

Paid worker 1
Self-employed 2
Don't know 8
Refused 9

Q57D:

Was your fourth job permanent, temporary, or seasonal?

Permanent 1
Temporary (includes contract, term-certain, etc.) 2
Seasonal 3
Don't know 8
Refused 9

Q58D:

Thinking back to your fourth job after graduating, how related was this job to your studies in your program? (PROMPT: Using a scale from 1 to 5 where 1 is not related, 3 is somewhat related, and 5 is very related.)

1 - Not related	1	
2	2	
3 - Somewhat related	3	
4	4	
5 - Very related	5	
Don't know	8	
No response	9	

Q89:

Are you aware of a program called the Saskatchewan Graduate Retention Program, which provides students a rebate on their taxes of up to $20,000 of their tuition fees paid for those graduates who live in Saskatchewan?

Yes	1	
No	0	=> Q76
Don't know	8	=> Q76
Refusal	9	=> Q76

Q90:

Did you receive the Graduate Retention Certificate issued by the Ministry of Advanced Education, Employment and Immigration?

Yes	1	
No	0	=> Q76
Don't know	8	=> Q76
Refusal	9	=> Q76

Q91:

Did you use the certificate to apply for the rebate when you filed your Saskatchewan income tax for 2009 and/or 2010?

Yes	1
No	0
Don't know	8
Refusal	9

Q76:

The following demographic questions are asked only to assist in classifying your responses, and are not used in any way to identify you. These questions are all voluntary and any information you provide is kept strictly confidential. RECORD PARTICIPANT GENDER

Male	1
Female	2
Refused	9

Q77:

In what year were you born?
$R 1911 1996
Refused ..... 9999 X

Q78:

What was your marital status when you completed <qa>?
Single (never married) 1
Married or living with partner 2
Divorced/Separated/Widowed 3
Don't know 8
Refused 9

Q79:

When you completed <qa> for how many dependents (including dependent adults) were you responsible?
$R 0 15
Don't know ..... 88 X
Refusal ..... 99 X

Q83:

What is your current citizenship status? Are you a ....
Canadian Citizen 01
Landed Immigrant/Permanent Resident 02
Student Visa 03
Other ..... 66 O
Don't know 88
Refusal 99

Q80:

Do you consider yourself to be an Aboriginal person?
Yes 1
No ..... 2 => Q82
Don't know ..... 8 => Q82
Refusal ..... 9 => Q82

Q81:

Are you...
Status Indian 1
Non-status Indian 2
Inuit 3
Métis 4
Other (specify) ..... 5 O
Don't know 8
Refused 9

Q82:

Do you consider yourself to be a member of a visible minority?

=> /+1***ERR
if Q80=1

Yes	1	
No	2	
Don't know	8	
Refusal	9	

Q84:

Do you consider yourself to be a person with a disability?

Yes	1	
No	2	=> Q87
Don't know	8	=> Q87
Refusal	9	=> Q87

Q85:

Does the nature of your disability require employers to make any accommodations in the workplace?

Yes	1	
No	2	=> Q87
Don't know	8	=> Q87
Refusal	9	=> Q87

Q86:

Has the employer made accommodations for your disability?

Yes	1	
No	2	
Don't know	8	
Refusal	9	

Q87:

What is the highest level of education attained by your mother or female guardian? (DO NOT READ)

Elementary or junior high school	01	
Some high school	02	
Completed high school	03	
Some post-secondary	04	
Completed college, technical institute or apprenticeship program	05	
Completed Bachelor degree	06	
Completed Master's degree	07	
Completed PhD	08	
Other (specify)	66	O
Not Applicable	77	
Don't know	88	
Refusal	99	

Q88:

What is the highest level of education attained by your father or male guardian? (DO NOT READ)

Elementary or junior high school	01	
Some high school	02	
Completed high school	03	
Some post-secondary	04	
Completed college, technical institute or apprenticeship program	05	
Completed Bachelor degree	06	
Completed Master's degree	07	
Completed PhD	08	
Other (specify)	66	O
Not Applicable	77	
Don't know	88	
Refusal	99	

Q99:

Is there anything about your education, training, or employment experience that you would like to add, for example, any information about your experience that has not been covered in this interview?

No other comments	00	X
Specify (other)	66	O
Don't know	88	
Refusal	99	

FOLLOWUP:

Finally, the Saskatchewan Ministry of Advanced Education, Employment and Immigration, along with <instn> may be conducting future research with graduates about their outcomes and post-secondary experience. Would you be interested in participating in this future research?

Yes	1	
No	0	=> INT99
Don't know	8	=> INT99
Refusal	9	=> INT99

FPHONE:

screen [template 8] -> NEMAL

What is the best phone number and email address to reach you at in the future? <tel01>

PHONE NUMBER:

NEMAL:

EMAIL ADDRESS:

INT99:

We've reached the end of our questions. Thank you very much for your time and interest.

Completion	CO D	=> END

APPENDIX B - FINAL VERSION OF LETTER SENT TO GRADUATES

Ministry of
Advanced Education,
Employment and
Immigration

PRA
Prairie Research Associates

<ID NUMBER>

Dear <First name>:

The Saskatchewan Ministry of Advanced Education, Employment and Immigration (AEEI), in partnership with Saskatchewan post-secondary institutions, is conducting a survey of people who graduated from a Saskatchewan post-secondary institution in 2009-10. The purpose of this survey is to collect information about graduates' satisfaction with their educational experience, as well as their employment and educational activities since finishing their program. The information that you provide as part of this survey will assist to gain insight into these areas and inform improvements to Saskatchewan's post-secondary system.

Completing the survey is voluntary. We hope you will participate and provide as much information as possible to help create a representative sampling of opinions and reactions from Saskatchewan graduates. All of your survey responses are confidential and you will never be identified in any of the reports.

To manage the survey process and to ensure confidentiality, AEEI has contracted Prairie Research Associates (PRA) Inc., an independent, national research firm, to undertake the survey. This survey was developed in accordance with Saskatchewan privacy legislation.

The survey should take about 15 to 20 minutes to complete. You may complete the survey online by going to http://www.pra.ca/en/saskatchewan-graduates-survey. Once there, please follow the link to the survey and enter your unique passcode below. This code is used only to manage the survey process and to verify legitimate participation. Your passcode is shown below.

PASSCODE: <PASSCODE>

If you choose not to complete the survey online, you may receive a phone call from PRA providing an option of completing the survey over the phone. If you would like to complete the survey by phone at your convenience, you can call PRA at 1-888-877-6744 and ask to complete the Saskatchewan Graduates Survey.

If you have any questions about the survey, please contact Nicholas Borodenko of PRA by email at survey@pra.ca. If you have questions about why the survey is being conducted, please contact Lilia Kusiak at AEEI at Lilia.Kusiak@gov.sk.ca or call 306-787-5263 (in Regina). If you would like to verify the legitimacy of this survey, you can visit AEEI's website at www.aeei.gov.sk.ca/post-secondary-graduates-survey.

Thank you in advance for your participation.

Sincerely,

Kerry Dangerfield
Partner
PRA Inc.

PRA

PRA

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